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The NORTH CENTRAL
ASSOCIATION
QUARTERLY

Association Notes and Editorial Comments

Educational Implications of Atomic Energy

Higher Institutions Offering Library Training

Third Report of Subcommittee on Guidance

Fifty-fifth Annual Meeting of the Association,
Palmer House, Chicago, March 20-24, 1950

THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges
and Secondary Schools*

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ASSOCIATION NOTES AND EDITORIAL COMMENTS

WAYNE UNIVERSITY: CORRECTION OF ACCREDITED LIST

In the July, 1949, issue of the *QUARTERLY* an error appeared in the description of Wayne University in the "List of Accredited Institutions of Higher Education." Wayne University offers not only undergraduate instruction leading to the Bachelor's degree but also graduate programs leading to Master's and Doctor's degrees. Readers of the *QUARTERLY* are asked to add the symbol (D) after the name of Wayne University on page 43 of the July issue.

"PACING" GUIDANCE IN NORTH CENTRAL SCHOOLS

DURING the golden age of educational philosophy in this country—the Dewey-Kilpatrick-Bode tradition—the schools were taught to think in terms of the individual pupil as the fundamental approach to their educational task. Thus "democracy," with a double connotation, became the touchstone of educational effort: first, as a standard of the citizenship which the schools had inculcated and second, as a measure of the extent to which instruction had been individualized in that process. In the latter regard little individualization of instruction could have been achieved without the knowledge of individual differences which psychological and educational research has brought to light. The character of such differences, their variety, and their significance for personality development had to be established before the schools could modify their programs accordingly.

Furthermore, the schools had to be used as proving grounds for any new methods and techniques that these individual differences require. It was soon discovered that the usual classroom

procedures were inappropriate and that the desired ends could not be achieved through the curriculum approach alone. It became clearer and clearer as further research proceeded that a specialized type of educational service should be devised if optimum opportunities were to be extended to all the children of all the people.

The enormous increase in school enrollments, especially on the secondary level, has been another compelling force. As this sampling of total available youth of high school age progressed, especially since 1929, the inadequacies of the conventional educational pattern were further underscored. A similar statement could be made about the influence of the changing social and technological scene and what it means to those with whom the schools come in contact.

"Guidance" is the term applied to the specialized educational service which has emerged from all of this. Among educational theorists there has been much quibbling about its meaning, its scope, its specialized character, its functionaries, its relation to the curriculum, and so on clear along the

line. But if eager acceptance by those whom it is designed to benefit and well-nigh universal adoption by schools from coast to coast be criteria of its timeliness, it is here to stay.

The character of the North Central Association is such that it is a vast clearing house of ideas. Owing to the importance of guidance in its more than three thousand member schools, the Association, through the Commission on Research and Service, set up a subcommittee to formulate criteria of effective guidance practices, follow through with their application to current programs, and then conclude its work with a summary of optimum procedures as these were reported under the criteria in question by schools of various sizes. From time to time progress along these lines has been described in the *QUARTERLY*.^{1,2} In the current issue, under the caption "Extended or Potential Optimum Guidance Practices in Small, Medium, and Large North Central High Schools, 1948-49" the third and last phase of the work of this subcommittee is presented.

As the Commission on Research and Service listened to the several annual reports of progress by the chairman of this subcommittee, it felt a growing wonder over the eagerness with which the schools were responding to the original inquiries, and the thousands of requests, not only from North Central territory but from the country at large, for printed forms and other information about its work.

Here, then, is further pragmatic evidence of the helpfulness of the Association to its members in perplexing edu-

cational situations which they are constantly encountering. Guidance is not simple in any of its aspects; and as a consequence knowledge of contemporary practices, how effective they have proved to be, and the like is a distinct contribution to the advancement of that movement.

HARLAN C. KOCH

THE FIFTY-FOURTH YEAR OF THE ASSOCIATION³

YOUR Executive Committee has throughout the year sought to keep itself informed on all matters of import to the Association and has taken appropriate action relating thereto. It has been at all times mindful of the object of the Association as stated in its constitution—the development and maintenance of high standards of excellence for universities, colleges, and secondary schools; the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems; the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association and the maintenance of effective working relationships with other educational organizations and accrediting agencies.

Any achievements in these regards have resulted very largely through the efforts of the three Commissions, each of which has sought to translate the generalized statements of aim into specific programs of action of which you

¹ "Characteristics of a High School Guidance and Counseling Program," *North Central Association Quarterly*, XXII (October, 1947), 219-47.

² "Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the Year 1947-48," *ibid.*, XXIII (January, 1949), 276-303.

³ This section of Secretary Rosenlof's annual report to the Association is published here because of its general interest to the readers of the *QUARTERLY*. Since the latter part of the report is technical and pertains to the accreditation of schools and colleges and to the election of official personnel already printed in the July issue, it is omitted. The entire report was made at the general session held on April 1, 1949, at Chicago.

have become more aware through the meetings of the Commissions during this week and through the materials published in the *QUARTERLY* from time to time throughout the year.

The Commission on Colleges and Universities has persistently sought to evaluate its own criteria of excellence and re-establish norms in the several areas as collected evidences have dictated and as necessity has required. Any tendency to become static has, wherever possible, been avoided in the interests of progressive improvement in the measuring instruments and their application to individual member institutions. This effort ought and will be continued by every possible means. Of supreme importance to accreditation will be the continued recognition of the necessity to view each institution in terms of its whole pattern rather than in terms of any of its parts. The relatedness of the parts to the whole will, of necessity, also be a matter of vital concern. Procedure under such a philosophy of accreditation has and will augur well for the future.

Recently your Executive Committee has taken note of the increasing concern of some of our national groups with respect to the trend toward the multiplying of accrediting agencies. It has itself been concerned by this fact. At its meeting on November 13, 1948, it instructed your secretary to communicate with the secretaries of the Association of Land-Grant Colleges and Universities, the Association of American Universities, the Association of Urban Universities, the Association of American Colleges, and similar organizations suggesting that our Association is most sympathetic with the problems and the proposals made at a recent meeting of the Association of Land-Grant Colleges by Chancellor Gustavson of the University of Nebraska. The Executive Committee

further voted to refer this problem to the Commission on Colleges and Universities for study requesting that it bring back to the Executive Committee any recommendations that seem appropriate.

Your Secretary and the Secretary of the Commission on Colleges and Universities represented our Association at a meeting recently held in Chicago at the invitation of the American Council on Education through the Commission on Accreditation at which there were present the representatives of each of the other regional accrediting associations, members of the American Council and its Commission on Accreditation, and other interested persons. Your Executive Committee will continue in its interest and take such further action as is within its power under our constitution looking to a happy solution of the problem. It goes without saying that the North Central Association of Colleges and Secondary Schools has a real stake in this issue. Your officers will put forth every effort to strengthen the Association to the end that it may more effectively deal with the matter in cooperation with the several regional associations and other recognized national educational agencies.

The Commission on Secondary Schools has and is making progress in improving its own criteria, regulations and policies for the accreditation of secondary schools. It, too, is seeking to modify its policies and procedures looking to the time when accreditation of secondary schools will be determined on the more realistic basis of an institutional pattern. In this effort the Commission has been greatly stimulated by the contribution of the Committee on the Cooperative Study of Secondary School Standards, an organization to which our Association has contributed much in terms of both

personnel and financial assistance during a period of ten years. It is presently supporting the work of this committee in its efforts to revise the measuring instrument it evolved some years ago. Your Executive Committee will continue its interest during the coming year and take appropriate action commensurate with its available resources and in the light of its best understanding of what the Cooperative Study group is seeking to achieve.

The Commission on Research and Service has been no less assiduous in its efforts to contribute of its leadership to achievement of the aims of our Association. It is doing its work through the agencies of several important committees all of which have been formally approved and authorized by your Executive Committee. Chief among these committees are the Committee on Experimental Units, the Committee on Teacher Education, and the Committee on Current Educational Problems.

The Committee on Experimental Units has been given approval to publish a number of very significant units. It has recommended to the Executive Committee a contractual agreement with the Charles E. Merrill Company for publication of these units—five in number and others to follow (two each year). This arrangement has proven highly satisfactory and has resulted in a very extensive sale of units numbering many thousands that have been widely sold in all parts of the United States and even in foreign countries. A new contract has been authorized that bids fair to greatly extend our services in this regard. Needless to say this effort is extending the influence of our Association to a vastly greater degree throughout the country.

The contribution of the Committee on Teacher Education has been similarly most significant. That contribu-

tion is so well known to all of you that we need not here elaborate upon what it has done to stimulate an effective and ever-continuing influence looking to the improvement of both instructors and instruction. The program of this Commission at this session speaks for itself. Your Executive Committee has been and is happy over the results attained thus far.

So we might go on but time forbids our saying more. Your QUARTERLY will continue to carry more extended materials indicative of the attainments of your Association. It is strong in its leadership and will receive the acclaim of all for what it seeks to accomplish.

GEORGE W. ROSENLOF,
Executive Secretary

AMENDMENT TO THE CONSTITUTION OF THE ASSOCIATION AS PUBLISHED IN THE JULY QUARTERLY

At the 1949 Annual Meeting of the Association, the following amendment of the Constitution was unanimously adopted. Therefore, the first four paragraphs of Article IV, Section 5 have been revised to read as follows:

ARTICLE IV

SECTION 5. The Commission on Secondary Schools.

The Commission on Secondary Schools shall consist of the members of the Committee on Secondary Schools for each of the several states comprising the territory of the Association and eighteen other persons elected by the Commission subject to the approval of the Association for a period of three years, one-third of this number to be elected each year.

The State Committee on Secondary Schools shall consist of:

1. *A member of the faculty of the state university whose assignment is in the field of secondary education, to*

be nominated by the president of the university;

2. *the director of secondary education of the state department of public instruction or, in case there is no such officer, a member of the staff of the commissioner of education or superintendent of public instruction, designated by him;*
3. *and, for states having fewer than 300 high schools accredited by the Association, three administrative heads of secondary schools accredited by the Association; and, for states having 300 or more high schools accredited by the Association, five administrative heads of secondary schools accredited by the Association.*

In the event that the president of the state university should refuse or fail to designate a member of the faculty to serve on the State Committee on Secondary Schools, and/or in the event that the superintendent of public instruction or commissioner of education should refuse or fail to designate a member of his staff to serve on the State Committee, the Executive Committee of the Association shall fill such

vacancies by nominating for election by the Association persons recommended by the Commission on Secondary Schools.

The administrative heads of secondary schools to be included in the membership of a State Committee shall be selected for membership by *majority vote of the administrators of the member schools of the North Central Association within the state*. Their names shall be transmitted to the Secretary of the Commission on Secondary Schools by the chairman of the state committee. *Upon approval of the Commission on Secondary Schools, the names shall be transmitted to the Executive Committee which shall place the names in nomination for election by the Association.* The chairman of each State Committee shall be designated by the Commission on Secondary Schools in accordance with its adopted procedures subject to the approval of the Executive Committee. The term of membership of administrative heads of *secondary* schools on State Committees shall be three years. No such member shall serve more than two consecutive three-year terms.

EDUCATIONAL IMPLICATIONS OF ATOMIC ENERGY

WILLIAM W. WAYMACK¹

WHEN I finally faced up to this task, I was a little dismayed to find that apparently there were two different kinds of speeches that I wanted to make. Believing that all conventions and tabus are mighty important, but just reasonably sacred, I was prepared for a moment to make two, separating them abruptly, enjoying your lifted eyebrows, and wiggling through somehow to the conclusion that I had supported the principle of unity in the sound American way—first “bust” it and then laboriously re-assemble, revering it thereafter the more.

But a very little reflection persuaded me that what I had in mind was not two separate speeches but just two phases—call them the “Alpha” and “Gamma” phases—of the same thing.

One phase has to do with the urgent need of carrying essential education about atomic energy development to all segments of our people. Without a rapid spread of factual knowledge there can be no foundation for understanding of the many problems and dangers involved.

As to this, the Alpha phase of my anxiety, my mind goes back to the days of my youth to find something comparable to my present mood—to the good old days when the Supreme Being clearly knew his business, when we had sound Republican majorities, when Michigan had its point-a-minute eleven, and when the stalwart figure was a coach, later my friend, whose nickname was “Hurry Up!”

As to the gearing of our schooling systems at all levels to the *first* educa-

tional job—first in time—my cry is, “Faster, faster!”

The spreading of factual knowledge about the complex development that with characteristic oversimplification we call “atomic energy” is vital, as I see it, if we are not to risk disastrous defeat for everything that we are trying to do governmentally in the “new world” of the nucleus of the atom and indeed for everything that as a people we deeply want to achieve. Without it we shall be at the mercy of misconceptions, narrow stupidities, the emotional befuddlement of excessive fear, of cultivated hysteria, of weakness accumulated in the name of strength.

In saying this I have already moved into the Gamma phase of my preaching—the phase of implications, the deep implications that go to the heart of our American way.

While when we speak of phases or stages we know that essential progress does not neatly divide itself that way and that related great objectives can be and normally are pursued simultaneously, I repeat that in my judgment factual education is *foundational*. For a while I shall center on that.

What, now, do I mean by “factual education”? Why do I say that speed with this is vital? How should and can the swift factual educating be done?

Of course, any kind of facts is valuable. But perceivable major needs should dictate our bundles of facts. The shotgun method is all right, but the shotgun has to be aimed. Here are the bundles into which, at this stage, I think factual education should be put—recognizing, of course, that they are not separate but related:

1. The scientific basis of “atomic energy.” I have joined others in repeatedly saying that it is not necessary

¹ Mr. Waymack is a former member of the United States Atomic Energy Commission, Washington, D. C. This address was delivered at the Third General Session of the Association in Chicago, April 1, 1949.

to make everybody a learned scientist. That is true. But this is a negative approach, and it makes me uneasy, because it might suggest that *no* general educating about the scientific basis is needed. That is all wrong.

I say flatly that it is impossible in a free society to deal intelligently and safely with what we have unless there is spread widely a broad and general (not a detailed and technical) understanding of what science has brought us into. I should like to spend my whole time on this, actually arguing with you, but I remind myself that you are educators. So let's quit talking about what it is not necessary to do in this area and focus on what *is* necessary.

It is necessary for a rapidly widening circle to understand the structure of the atom, the fact that science has now broken into the nucleus of the atom, and the fact that this is a *fundamental* advance of knowledge as great as any that man has ever made. Only thus can people be prepared for the further advances that are certain, for the further applications of what we now know that are certain, or for dealing with the practical problems of what we presently have. The way to make people know that this is not "just a weapon," that on the contrary the weapon just represents the first application of fundamental new knowledge that will have thousands of applications—the way to do this is not just to tell them so but to give them the facts as to why it is so.

And I assert to you that this is not going to be difficult, except in getting set to do it. If I were declaring to you that rapid education, reaching to millions, about the complexities of taxation is vital, I'd add, "and Heaven help you!" This is very much easier. The essentials are simple. And I add, without elaborating, that the method can be interesting alike to educator and

educatee. This can be horehound lozenges, not castor oil.

I may add that the more I think about it the more I am convinced that Dr. Conant's argument for "assimilating an understanding of science into our culture" is profoundly right, and that his suggestion of the "case history" approach is the most practical way. We have here, in the urgent job of atomic energy education, a made-to-order opportunity to serve that broader purpose.

2. "Factual education" must also include (another of my bundles) the realities as to what we have in America right now under the Mother Hubbard label "atomic energy." Our inheritance from the war-time development was in a sense a double America—on the one hand the America that we were familiar with and on the other hand a strange and secret thing which was not isolated behind concentric fences at three mysterious "federal company towns" (though they were among the problem children) but which threaded through our industrial and economic life, through a large part of our "higher education," and even into our tissues of government, including the "vital organs," our principles of government. In all these respects the threading-through has inevitably increased since the war. There are possibilities of malignancy.

The "double America" phenomenon is not tolerable. Considerable secrecy there must be. But this is on the technical side. Factual education as to what today we have, and also as to its perceivable lines of extension, is perfectly feasible. It is urgently needed for understanding of the breadth and complexity of it all. It is the only possible way of getting balance into public reactions and into decisive public judgments about issues of policy that do not wait to arise.

3. Though I have already suggested it, for needed emphasis I separately identify, as a bundle, factual education about our governmental approach to control and management of our atomic energy development. Lack of knowledge about this has been to me frightening. The tendency of "spontaneous combustion" education of our people about control and management to center exclusively on the international aspect, and within that to center on the formula, "The bomb is awful; there is no defense; therefore we must have *very* complete international control"—that tendency is a weakness. Not that I oppose that kind of education. I don't. What I protest against and what I urge you to correct is the permitting of this, by overshadowing, to block factual educating about our domestic approach, the problems and dilemmas it confronts us with, the answers that we have to find "or else" in the years just ahead. Answers, you can be sure, will jell month by month, whether the sovereign people exert any influence over them or not. For the sovereign people to exert any influence, intelligent in their own interest, understanding of real issues is essential. Understanding of real issues without "knowing the score" factually is hardly possible.

4. The last bundle for factual education that I shall mention I'll call "radioactivity." I treat it not as a subdivision under "the scientific basis" because it is narrower, relates to uses or applications, and at present has some special urgencies of its own. Factual knowledge about radiation hazards, with neither belittlement nor fantastic exaggeration, needs to be spread. With this we have got to live. As long as there is the possibility of war, considerations of military defense and civilian defense obviously require such knowledge. If the possibility of war should

completely disappear, still this education would be required. For atomic energy installations of various kinds, many of them involving pretty intense radioactivity, are bound to multiply. Radioactivity is going to be a rather common hazard, added to the many that we have got used to. A public attitude toward it like that of the Middle Ages toward Black Plague is not desirable. It would be silly, to boot. Again, there is no possible immunizer except factual education.

I honestly think that those four "aimed shotgun" approaches to the factual education job *now* make sense. They would make better sense if better explained. In identifying them I have, I think, suggested the "Why?"

While this may have been implicit, I want to pluck out and emphasize as urgent needs of the nation and of its people two specific things. The first of them is a piece of understanding that I myself have sometimes referred to as one of the most difficult to communicate. And I want to start by recanting as to the inherent difficulty. I don't think it really is difficult. I think it is the kind of thing that can be accomplished quite readily, if its importance is recognized and the job is tackled.

I am talking about making people understand that basic scientific research, as distinguished from research aimed at practical applications, must be given high priority in support, support public as well as private, support with funds as well as with other encouragements.

There is no question about the soundness of this. Whatever general educating about science and its methods is done will make for an understanding of it. But even without waiting for a lot of that general education to "soak in," I suggest to you that if only a few hundred thousand of our people, properly scattered geographi-

cally and as to vocational grouping, got into their heads firmly the central and simple fact about this, we'd be guaranteed against, say, a Congressional committee unwisely forcing an ostrich policy on us.

And what is the central and simple fact? I shall state it by analogies. To the industrialist it is certainly clear that you can't keep on running a factory full blast, without paying any attention to maintenance, without allowing for depreciation, without thinking of obsolescence and replacement. To the farmer it is well known that you can't keep planting and harvesting soil-exhausting crops without replenishing the nutrients in the soil. To everybody it is obvious that if water is continually drawn out of a reservoir and no water to replace it is put in, by and by you have an empty reservoir, with all the consequences.

Well, so it is with scientific knowledge. Therefore basic scientific research is a "must." All the acquired shrewdness of ordinary people prepares them to understand, given just a little help. "Penny wise and pound foolish." "Saving at the spigot and wasting at the bung." These are follies that ordinary people perceive as readily as Ph.D's., I think, and perhaps more readily than some of the extraordinary people who show up occasionally on appropriations committees.

My second chosen specific need of *very* wide understanding is the shortage of trained scientists. For progress, not just in the distant future but also in the very early future, we need many more and in many fields. National security in a troubled period demands this. But if there were not anxiety about national security it would still be a need.

The reasons are deep; they are rooted in the world's evolution. It is more and more the Scientific Age. The great ad-

vances of knowledge in recent decades, particularly the break-through into the nucleus, guarantee scientific research and further advances all around the horizon. The activity and, I predict, the progress is going to be on more parts of the front and at a faster pace than the world has ever known.

Moreover, just as America has been rapidly maturing in other ways, American science has grown up. Power and leadership—and responsibility—affect us as to science, too. It is no longer the case, and never again will be the case, that the Old World must be expected to produce nine-tenths of the advances in fundamental scientific knowledge while America leads only in putting it to profitable use. From Franklin's day on there have always been in America some contributors to basic advance. Some of the contributions have been great. In recent decades they have increased. Now and from now on America will pull its full oar, and perhaps then some, in *all* scientific advance.

To the galaxy of brilliant oar-pullers of today must be added ten times as many. Since this spells careers and opportunities, it is quite as much the need of individual young Americans as it is of the nation. Our educational system in the colleges and definitely in the high schools must adequately expose the attractions and opportunities to all youngsters so that those who have the latent capacities and inclinations may have the chance to develop them. And, of course, this implies something else. It puts an urgent national need, a very "practical" national need, a need vital to even so "practical" a thing as national security, behind a cause that shouldn't need it—the cause of equality of educational opportunity, equality of *good* educational opportunity.

Coming to the third question that I asked in the beginning, "How do we get this educational job, essentially fac-

tual education, done?," the answer is that we get it done by the institutions and agencies that exist for the purpose. By our schooling systems, particularly, though adult education in all its forms has an important role, too, and the media of mass communications, and all.

I want to confess that even a year and a half ago I was deeply worried. The situation looked dismal. No textbooks. No really general awareness throughout our schooling system of what had happened, of what needed to be done, of how to begin to start. The reasons for that are obvious.

Subsequent happenings in my experience at the wailing wall, as a delegated worrier on behalf of 140 millions, have been indescribably cheering. One of them, and I think the most cheering of all, was the swiftness with which the picture as to education changed. I doubt whether the capacity of our diverse, relatively uncentralized, apparently "inefficient" institutions to move from bafflement to understanding to mobilization for intelligent action was ever better demonstrated than by what happened in about one year as to this great problem.

I well remember the day when, after a few hesitant feelers, in this case sparked by Mr. Leigh Deighton (there always does seem to be, in America, somebody to provide the spark), a committee representing the Association of Textbook Publishers sat down with members of the Atomic Energy Commission in Washington just to worry *together*. That helped; it really did. Then the Association of Secondary School Principals, also sparked by a couple of gentlemen, brought their worry. And the result was shortly a program! Meantime, various groups directly or indirectly involved in adult education, from the League of Women Voters to the U. S. Department of

Agriculture, worried and struck sparks. In now one spot and now another throughout the country similar things—similar but different—happened.

In Iowa a young newspaper man named Blakely pored over the Smythe report, then over everything else available, and constituted himself a committee of one to worry with the state educational leaders; and the result was quite a program, including some excellent specific educational experiments, in that state. Out in California a few "kids" raised a few hundred dollars for a little project, and the first we knew they had a crude and small cyclotron built—and as a demonstrator the darned thing worked. By and by there was being held in New York City a workshop for teachers, to prepare them to do this job—obviously a sound approach. In Boston and Providence, for the New England states, some comparable sessions. In Lincoln there has been a preliminary conference to plan something like it, pretty thorough, for this coming June as I recall it. These are just samples.

It was possible for Dave Lilienthal to say recently in Washington that the nation's atomic energy development is now really "rolling." I think I can say here today—and you've no idea how sweet it is to say it—that the indispensable educational process is also now "rolling." My urging is, of course, "Roll it faster!"

I am aware, happily aware, that the North Central Association has not lagged. I am not familiar and have not tried to make myself familiar with all the details of progress in the colleges and high schools of this Association. I have seen a publication, "Atomic Energy, Double-Edged Sword of Science," put out for the Association. As a layman both in science and in education, a peculiar layman who in the sere and yellow days has had to absorb

considerable education pretty fast, I give you my judgment that this booklet is splendid. And I'm not bashful about it. In these circumstances the guinea pig can speak with authority.

This booklet exemplifies several things. It is one of the demonstrations of the quick "pick-up" of our educational system. It meets a need for interim teaching material, before new textbooks are generally available. It makes the factual approach; and, best of all, it tackles that first. And it moves from the facts of the natural sciences to the implications for the social sciences and for living, breathing people—not casually brushing over the rather important segment of people who happen to be the American nation.

Actually, if I could assume, as perhaps I should, that every educator of the North Central Association has already read this booklet and is already figuring out what it requires of him as an educator, I could well have just mentioned the booklet, said "Hallelujah!" and skipped practically everything I've said up to now. I honestly hope the thing has gone that far already. If it hasn't, that is the way it should be. For it is extremely important that this be not thought of as something for the chemistry and physics classes. All of education is involved. Compartmentalization of teaching must not obscure relationships, anywhere in the range between mathematics and ethics. Take history, for example. The weakness of purely political-military history is well recognized. Economic history has partly worked its way in. I suggest to you that the history of science has become imperatively a part—and not by just an isolated reference to the cotton gin, the lone touch of applied science that I got in history courses.

This region, of course, is my region. I'd like it to lead, naturally. Dismissing

sentiment, however, I think there are some reasons why in some ways this Association can lead. There are exceptional concentrations of atomic energy research and development, involving all the natural sciences, in this region. These are going to increase—and that is a "honey" of an understatement. With the region's exceptional balance of large and small industry, of diversified agriculture, and of medical-biological centers, everything major is present for an easy understanding of applications and implications. In our schooling complex we have both the big universities and technical colleges and also many small colleges. On the record, the small colleges have been significant producers of researchers in basic science. On the record, for whatever reasons, this area even in its adolescence has been quite a producer of scientific eminence. I restrain myself or I should say "genius." The tea leaves tell me that in the colleges and high schools of the North Central Association today there are lads and also lasses who will realize inborn capacities for the kind of greatness in science that is relevant to our age, and that the number of them will be considerably determined by the rapidity and adequacy with which present education adapts itself to needs.

* * *

But I have promised—or threatened—a "Gamma Phase." From Alpha to Gamma is a shift from relatively heavy particles to rays that penetrate more deeply. (If this were a joint convention of metallurgists and physicists, they'd tear me apart for this; but I'm hopeful that most of you won't even recognize the horror of my mixed figures.)

Of course, with every argument I have made for the "factual education" foundation, I have led right into the deeper needs, the profounder implica-

tions, the real concerns of a people with what they want their destiny to be. The social sciences, every tool and approach that we have, our ingrained national aspirations, our attachment to moral values and our ability to grip them—all are involved.

Our problems are old problems, but they emerge in new forms, with new intensities, amid conditions that are sharply changed especially for us, and the right solutions are not guaranteed. The parachute might not open this time.

Let us note the general conditions.

"Atomic energy" is the spearhead of broad scientific advance. It is also the central factor in men's thinking about military strength. Our hopes of moving promptly from a multi-camp world into a one-camp world have failed. We are stuck, for no one knows how long, in a two-camp world. Tensions are not noticeably decreasing. Time marches on, bringing us closer to new alarms. The timing of them is uncertain, but their nature can be guessed.

There is the phenomenon of fifth columnism—not really a stranger, but with "refinements" that make it look more formidable.

There is the very important fact that this nation has now fully arrived at the stage of great power and great responsibility, at last knows it, and is testing its institutions and principles and values through the first stage of a new experience. That there are pitfalls all around is obvious.

Finally, in the list of general conditions, is ignorance—or uninformedness, lack of education.

The problems and dangers raised by atomic energy development are not the whole picture, but they are a very significant part of it, they are of the same nature as the whole, and they probably are the acid test of our capacity to survive as a free, self-governing society,

firmly attached to human rights, successfully rejecting any "fuehrer" principle.

There are diseases of power, and first among them is fear. The worst effect of this one is that it paralyzes thought, inhibits analysis of all the others, and seeks simple and easy solutions which can readily be surrendered. The grasping for simple and easy solutions is especially marked when the responsibilities of power are new.

I shall not attempt to open up even all the ways which my dim eyes can see, as to the dangers which this creates. One could work on it from many sides and arrive at the same core. For illustration and suggestion, I shall center on just one thing—one that you've already heard quite a lot about and thought about, but that certainly hasn't yet been safely thought through.

The first and I suppose inevitable effect of the complex of power, of responsibility, of fear and of hunger for easy answers is a disposition to identify Secrecy with Security and to figure that if we just have enough secrecy we shall have made America safe.

Of course, in the world as it is, there must be secrecy covering important parts of atomic energy development. Even here, I should note, progress would be hamstrung and real security defeated if too few minds were put to work on these secrets to expand and exploit them. Even *necessary* secrecy has its cost.

But the disposition to rely on secrecy, a fearful and jittery disposition, goes far beyond that. It says that nothing which was once secret can become non-secret. Very recent complaints, half plaintive and half angry, because some information which last year was still "classified" and therefore was reported to Congressional committees in confidence has this year been

declassified and released publicly, illustrate this.

An irrational obsession with secrecy means secrecy that never relinquishes anything and that creeps and spreads. If not broken down by reason and balance, by the weighing of considerations, this irrational obsession would give us a Secrecy State. It cannot be broken down except by a people possessed of enough information to have rational judgments themselves, to know what more they need.

The issue really is whether the people of this nation have any right to know enough about this vast development of theirs to have any voice in the decisions about it that will vitally affect them and their children.

Only a few years ago there was an uncertain struggle as to whether control and management of atomic energy development should be civilian or military—or whether, perhaps, there should be a civilian facade for military control. It was a real struggle, though lines were not altogether clear and some individuals were wrongly labelled. The American tradition was invoked effectively enough to get civilian control. But opposition remained formidable and the victory was precarious. If it be true now that advocates of military control are few and not formidable, I suggest to you that this change is exactly in proportion to the knowledge (the education) that people have got about the breadth, the scope, the ramifications of our atomic energy development. I suggest that it is because through education, based on the conveying of facts, enough of the people have learned that military control of all this would be perilously close to military control of the country.

It should be added in fairness that many military men don't want this any more than you do or I. There are fine and wise citizens in the Military Estab-

lishment, too.

But let's look at this self-defeating emotional reliance on secrecy even more broadly. Is it not this, at least in part, which leads even some good men to advocate the "Caesar's wife" principle in dealing with people, American people, who work on atomic energy development? Very properly there is investigation of the dependability of people who through their employment have access to "restricted data." There are several scores of thousands of them now, and turnover through several years makes the total very much larger. Police dossiers exist as to all. The dossiers cover loyalty, character and associations, which hardly excludes anything. The "Caesar's wife" principle would say that any one of these people against whom anyone else could cast a suspicion should be condemned as unsafe for this kind of work—condemned and, as to his reputation and career, effectively executed. Even an approximation of justice to the individual, a chance through orderly procedures to wipe out suspicion, is not appropriate, this principle says. And this, of course, in order to protect the American way!

Again I suggest to you that, in a not so very tenuous sense, this jittery wish for quick and simple solutions, wanting to find Secrecy the whole answer to a patriot's prayer, is related to the hundred and one ways in which censorship schemes bob up—aiming to protect the people from kinds of information or kinds of argument that they are supposedly not sturdy enough to be trusted with. I suggest to you that the various embryonic drives in the direction of thought control are not unrelated.

And so on almost endlessly.

The notion that any man is "soft," quite probably an enemy agent, if he doesn't distrust the essential soundness

of our people, the educability of our people, the workability of the democratic process to solve tough new problems as they have solved old, is another phase.

I happen to think that the success of our American way in dealing with the many and difficult new problems brought by or associated with the arrival of the Atomic Age depends, like the fabled giant, on replenishments of strength that can only come from touching ground, the people.

I happen to think that only through rapidly adapted education, relevant to the "facts of life" that we face, conducted by people like you of the North Central Association, can we bring to

bear on the recognition of issues and on the deciding of them the resources of balance and judgment we must have, or else. Only education can cure the mosquito-carried virus plagues of the mind.

"I know," Mr. Jefferson said, "no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

The Atomic Age and the eery circumstances of our waking up inside it do not outdate, they accentuate, the correctness of that conclusion.

DIRECTORY OF INSTITUTIONS OF HIGHER LEARNING OFFERING COURSES IN LIBRARY SCIENCE

D. H. EIKENBERRY

Professor of Education, The Ohio State University

THIS Directory has been prepared for the purpose of assisting superintendents of schools and high school principals in securing high school librarians or teacher-librarians. All data have been taken from the latest available college catalogs. Only schools accredited by the regional accrediting associations are included.

Institutions accredited by the Board of Education for Librarianship of the American Library Association are indicated by a star (*).

Institutions for Negroes are indicated by (N).

Institution	Location	Semester Hours of Library Science Offered		
		6-15	16-23	24 or more
ALABAMA				
University of Alabama	Tuscaloosa			X
ARKANSAS				
Arkansas Agricultural and Mechanical College	Monticello	X		
Arkansas State Teachers College	Conway	X		
Arkansas State College	Jonesboro	X		
Henderson State Teachers College	Arkadelphia	X		
University of Arkansas	Fayetteville	X		
ARIZONA				
Arizona State College	Tempe		X	
CALIFORNIA				
San Jose State College	San Jose			X
*University of California	Berkeley			X
*University of Southern Calif.	Los Angeles			X
COLORADO				
Colorado State College of Education	Greeley	X		
University of Colorado	Boulder	X		
*University of Denver	Denver			X
Western State College of Colorado	Gunnison	X		
CONNECTICUT				
New Haven State Teachers College	New Haven			X
DISTRICT OF COLUMBIA				
Catholic University of America	Washington, D. C.			X
FLORIDA				
Florida Agricultural and Mechanical College (N)	Tallahassee	X		
Florida State University	Tallahassee			X
GEORGIA				
*Atlanta University (N)	Atlanta			X
Emory University	Atlanta			X
Georgia State College for Women	Millidgeville	X		
University of Georgia	Athens	X		

Institution	Location	Semester Hours of Library Science Offered		
		6-15	16-23	24 or more
HAWAII				
University of Hawaii	Honolulu			X
IDAHO				
Northern Idaho College of Education	Lewiston	X		
ILLINOIS				
Illinois State Normal University	Normal		X	
*Rosary College	River Forest			X
*University of Chicago	Chicago			X
*University of Illinois	Urbana			X
INDIANA				
Ball State Teachers College	Muncie			X
Butler University	Indianapolis		X	
Indiana State Teachers College	Terre Haute			X
Indiana University	Bloomington			X
Manchester College	North Manchester		X	
Notre Dame University	Notre Dame			X
Saint Mary-of-the-Woods College	Saint Mary-of-the-Woods			X
IOWA				
Iowa State Teachers College	Cedar Falls	X		
State University of Iowa	Iowa City		X	
KANSAS				
*Kansas State Teachers College	Emporia			X
KENTUCKY				
Murray State Teachers College	Murray			X
*University of Kentucky	Lexington			X
Western Kentucky State College	Bowling Green		X	
LOUISIANA				
Louisiana Polytechnic Institute	Ruston		X	
*Louisiana State University	Baton Rouge			X
Northwestern State College of Louisiana	Natchitoches	X		
Southern University and Agricultural and Mechanical College (N)	Baton Rouge		X	
Southwestern Louisiana Institute	Lafayette		X	
Xavier University (N)	New Orleans		X	
MARYLAND				
Western Maryland College	Westminster		X	
MASSACHUSETTS				
Massachusetts State Teachers College	Bridgewater			X
*Simmons College	Boston			X
MICHIGAN				
Central Michigan College of Education	Mount Pleasant		X	
Marygrove College	Detroit		X	
Michigan State Normal College	Ypsilanti			X

Institution	Location	Semester Hours of Library Science Offered		
		6-15	16-23	24 or more
Northern Michigan College of Education	Marquette		X	
*University of Michigan	Ann Arbor			X
Wayne University	Detroit			X
*Western Michigan College of Education	Kalamazoo			X
MINNESOTA				
*College of St. Catherine	St. Paul			X
*University of Minnesota	Minneapolis			X
MISSISSIPPI				
Mississippi Southern College	Hattiesburg			X
Mississippi State College for Women	Columbus			X
Mississippi State College	State College	X		
University of Mississippi	University		X	
MISSOURI				
Central Missouri State Teachers College	Warrensburg	X		
Washington University	St. Louis			X
NEBRASKA				
University of Nebraska	Lincoln		X	
NEW JERSEY				
*New Jersey College for Women	New Brunswick			X
State Teachers College	Trenton			X
NEW MEXICO				
New Mexico Highlands University	Las Vegas		X	
University of New Mexico	Albuquerque	X		
NEW YORK				
*Columbia University	New York City			X
*New York State College for Teachers	Albany			X
*Pratt Institute	Brooklyn			X
Saint Johns University	Brooklyn			X
*State Teachers College	Geneseo			X
*Syracuse University	Syracuse			X
NORTH CAROLINA				
Appalachian State Teachers College	Boone			X
North Carolina College (N)	Durham			X
*University of North Carolina	Chapel Hill			X
NORTH DAKOTA				
State Teachers College	Minot	X		
University of North Dakota	Grand Forks	X		
OHIO				
Bowling Green State University	Bowling Green		X	
College of Mount St. Joseph-on-the-Ohio	Mount St. Joseph			X
College of St. Mary of the Springs	Columbus	X		
Kent State University	Kent			X
Mary Manse College	Toledo	X		

Institution	Location	Semester Hours of Library Science Offered		
		6-15	16-23	24 or more
Ohio State University	Columbus		X	
Ohio University	Athens	X		
*Western Reserve University	Cleveland			X
OKLAHOMA				
*University of Oklahoma	Norman			X
OREGON				
University of Oregon	Eugene	X		
PENNSYLVANIA				
*Carnegie Institute of Technology	Pittsburgh			X
*Drexel Institute of Technology	Philadelphia			X
*Marywood College	Scranton			X
Pennsylvania State College	State College			X
State Teachers College	Kutztown			X
Temple University	Philadelphia		X	
SOUTH CAROLINA				
State Agricultural and Mechanical College (N)	Orangeburg			X
Winthrop College	Rock Hill			X
SOUTH DAKOTA				
South Dakota State College of Agri- culture and Mechanic Arts	Brookings	X		
University of South Dakota	Vermillion	X		
TENNESSEE				
*George Peabody College for Teachers	Nashville			X
University of Tennessee	Knoxville			X
TEXAS				
North Texas State Teachers College	Denton			X
*Our Lady of the Lake College	San Antonio			X
*Texas State College for Women	Denton			X
UTAH				
College of Saint Mary-of-the- Wasatch	Salt Lake City			X
University of Utah	Salt Lake City			X
Utah State Agricultural College	Logan		X	
VIRGINIA				
*College of William and Mary	Williamsburg			X
Madison College	Harrisonburg			X
Radford College	Radford	X		
State Teachers College	Farmville		X	
Virginia State College (N)	Petersburg			X
WASHINGTON				
State College of Washington	Pullman	X		
*University of Washington	Seattle			X
WEST VIRGINIA				
Bethany College	Bethany	X		
Concord College	Athens			X
Davis and Elkins College	Elkins	X		

Institution	Location	Semester Hours of Library Science Offered		
		6-15	16-23	24 or more
Fairmont State College	Fairmont		X	
University of West Virginia	Morgantown			X
West Virginia State College (N)	Institute	X		
West Virginia Wesleyan College	Buckhannon	X		
WISCONSIN				
Beloit College	Beloit	X		
Milwaukee State Teachers College	Milwaukee	X		
Milwaukee-Downer College	Milwaukee	X		
Mount Mary College	Milwaukee	X		
Oshkosh State Teachers College	Oshkosh	X		
Ripon College	Ripon	X		
Superior State Teachers College	Superior	X		
*University of Wisconsin	Madison			X
WYOMING				
University of Wyoming	Laramie	X		

EXTENDED OR POTENTIAL OPTIMUM GUIDANCE PRACTICES IN SMALL, MEDIUM, AND LARGE NORTH CENTRAL HIGH SCHOOLS, 1948-49

SUBCOMMITTEE ON GUIDANCE OF THE COMMITTEE ON CURRENT EDUCATIONAL PROBLEMS¹

In the autumn of 1946, the Executive Committee of the North Central Association of Colleges and Secondary Schools approved the appointment of a Subcommittee on Guidance¹ by the Committee on Current Educational Problems of the Commission on Research and Service, and with the endorsement of the Commission on Secondary Schools, to study the guidance and counseling programs in the high schools of the North Central Association.

The primary purpose of this study was to stimulate the further development and appraisal of the existing guidance and counseling programs in the various high schools.

The Subcommittee has conducted the study in three distinct stages. The first stage consisted of the establishment of the fifteen characteristics (both minimum and extended) of a high school guidance program.² The second stage consisted of a self-study survey, which each high school made of its own program of guidance services by the use of the Self-Study Guide developed by the Subcommittee from the

fifteen previously determined characteristics.³ The third stage involved the compilation of representative samplings of the best practices as reported by small (under 300), medium (300-499), and large (500 and over) high schools in the self-study survey. Each "best practice" had been rated "5" (extended or potential optimum) by the high school reporting and represents a guidance practice now successfully in operation.

This final report of the third stage of the study made by the Subcommittee on Guidance is presented with the hope that administrators, guidance directors, and teachers of the North Central Association will find in it many valuable ideas and suggestions for the improvement of guidance programs to the end that "each high school pupil may have ample opportunity to discover his potential abilities, aptitudes, and capacities. The development of such attributes should be in terms of whatever desirable needs and interests each one may possess or acquire, as well as in terms of those which are compatible with society as a whole. The resulting growth and development should help each individual to adjust himself satisfactorily to the sphere of his activity."²

Three major objectives have been achieved by the Subcommittee on Guidance in the conduct of this study. The first objective was achieved with

¹ The members of the Subcommittee on Guidance are: J. Fred Murphy, Assistant Superintendent in Charge of Counseling Services, Indianapolis Public Schools, Chairman; J. G. Bryan, Director of Secondary Education, Kansas City Public Schools, Kansas City, Missouri; Clifford Erickson, Director of Guidance and Counseling Institute, Michigan State College, East Lansing, Michigan; M. W. Stout, Assistant Professor and Principal of the University High School, University of Minnesota, Minneapolis, Minnesota.

² "Characteristics of a High School Guidance and Counseling Program," NORTH CENTRAL ASSOCIATION QUARTERLY, XXII, No. 2 (October, 1947), pp. 219-47.

³ "Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947-48," NORTH CENTRAL ASSOCIATION QUARTERLY, XXIII, No. 3 (January, 1949), pp. 276-303.

the development and publication in the *QUARTERLY* of the characteristics (both minimum and extended) of a high school guidance and counseling program. The second was achieved with the publication in the *QUARTERLY* of the findings of the Self-Study Survey of Guidance and Counseling programs and practices in North Central High Schools in 1947-48, based upon the fifteen characteristics. Both of the above reports are available as reprints from the Secretary of the Association.

With this report the third objective has been achieved; namely, that of making available to all North Central high schools the descriptions of the best current practices and programs which received a rating of "5," extended or potential optimum, in the Self-Study Survey. The data obtained in the study conducted during the school year 1947-48, showed that many high schools rated themselves as having an Extended or Potential Optimum Program ("5" rating) on several of the guidance items on the Self-Study Guide. The Subcommittee selected a representative sampling of these high schools and requested a written description of this practice or program, upon which the school had rated itself "5," Extended or Potential Optimum. All of the practices or programs described in this report received a rating of "5" on the Self-Study Guide; that is, each practice was considered to rate extended or potential optimum for that particular characteristic of the guidance or counseling program. These represent then the best guidance practice and programs currently in operation in North Central high schools. The total number of requests for descriptions by enrollment groupings and the number received are shown at the top of the next column.

The written descriptions of the items rated "5" on the Self-Study Guide

Enrollment	1948-49	
	Requests for Descriptions	Descriptions Received
0-299	184	92
300-499	109	53
500 and over	150	76
Total	443	221

were then summarized. The summary has been organized in the following manner:

- (1) Descriptions have been organized according to enrollment groupings of high schools; small (0-299), reported in Part I; medium (300-499), reported in Part II; and large (500 and over); reported in Part III.
- (2) A frequency table for each of the fifteen characteristics has been formulated according to enrollment groupings of the high schools.
- (3) Actual descriptions of certain guidance practices and activities are quoted following each frequency table.

Tables I-III have been included in the Appendix to show the number of written descriptions received by high school enrollment groupings, states, and the fifteen items on the Self-Study Guide.—Philip Milo Bail, *Chairman*, Committee on Current Educational Problems.

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC I

(a) Our industrial arts instructor and one of our counselors made an intensive study of the needs of pupils and the services the school should render which he submitted as a thesis to Iowa State College. This work was entitled *Student and Teacher Evaluation of the Counseling Program in the Sac City Schools*. He is one of the counselors in the high school. Another staff member, who served as guidance director, also did some

PART I

EXTENDED OR POTENTIAL OPTIMUM PROGRAMS
IN SMALL HIGH SCHOOLS UNDER (300) FOR
EACH OF THE FIFTEEN CHARACTERISTICS*Characteristic I of the Self-Study Guide*

Studies have been made to discover the needs of pupils and the services the school should render. The entire staff participates in establishing guidance services. The parents and representatives of community agencies participate. There is general understanding and cooperation with the assigned counselors.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 19 schools in 12 different states*	FRE- QUENCY
Faculty members participate actively in group meetings to discover pupil needs.	11
Test results are used for discovering pupil's interest, abilities, and needs. . .	9
Cumulative records are used for discovering pupils' needs.	4
Members of faculty confer with parents. . .	4
The homeroom teacher is primarily responsible for discovering pupil needs. . .	3
A questionnaire is used to determine pupils' needs. . .	3
Based on test results, refresher experiences are provided in reading, spelling and arithmetic.	2
Pupils, parents and community representatives meet for a week before the opening of school to assist in discovering pupil needs.	1
The faculty guidance committee works with absenteeism of pupils.	1
The faculty guidance committee works weekly with potential failures.	1
Interviews with pupils and alumni provide information about needs.	1

*In this and subsequent tables, it should be remembered that some schools reported more than one activity.

research work of this nature. Her work was more extensive in that she made a survey of the Schools in Sac County.

The entire staff participates in establishing guidance services through cooperation with the counselors who are members of the teaching staff. The counseling committee consists of the principal, the guidance director, the vocational agriculture instructor,

the vocational home-making instructor, the industrial arts instructor, the head of the commercial department, and the head of the social studies department. In addition to these people who are doing counseling work, all members of the staff are responsible for some organization or activity through which much guidance work is done.

The parents and representatives of the community agencies participate by helping sponsor and finance the youth club called the *Tepee Room* which is used as a recreation center. In addition to this through parents and community agencies the school receives some aid in organizing and financing Career Day in the spring of the year.—*Sac City Junior-Senior High School, Sac City, Iowa.*

(b) The following tests give the basis for discovering the pupils' needs and the services the school should render.

The freshmen are given a personality test. The components of self-reliance, sense of personal worth, freedom, and belonging are carefully explained to the student so that he knows his weak and strong factors. His knowledge of Social standards and skills is also discussed clearly. Then the student's attention is called to his relative standing in his relations with his family, school, and community. Three main components that must be discussed understandingly with the student are his degree of freedom from withdrawing tendencies, nervous symptoms, and anti-social tendencies. When they are understood it often gives the student an answer to the first mentioned components.

A follow-up personality test is given in the junior year and again complete discussion and progress is recorded. We are happy to find a very decided improvement each year from all students in their self and social adjustments. The freshmen receive a comprehensive achievement test which gives the student the chance to know his strong and weak points in such subjects as mathematics, science, social science and general vocabulary. Attention is called to following directions and reference skills locating the specific difficulties in mathematical situations, reading definitions, and following directions. Reference skills may

Characteristic II of the Self-Study Guide

A comprehensive cumulative record containing "minimum essential" plus additional information is maintained for each pupil during and after his stay in school.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 34 schools in 14 different states)	FRE- QUENCY
Cumulative record includes information about home background, nativity data, school marks, test results, conference rating, health data, etc.	28
Usable cumulative record is available.	25
Anecdotal records supplement cumulative record.	9
Cumulative record is used for counseling about occupational choice.	6
The cumulative record follows the pupil from grade to grade.	4
Occupational aptitude information is a part of the cumulative record.	4
A cumulative record of a pupil is kept for limited time after high school graduation.	4
Parents and community agencies assist in a <i>Career Day</i>	3
A record is made of conferences with college freshmen who are former high school graduates.	2
Teachers prepare periodic character reports on pupils.	1
Pupil questionnaire data becomes a part of the cumulative record.	1

the cumulative record. In the elementary school, the test figures are recorded by the elementary school clerk. The health information is recorded by the school nurse. Comments at marking periods are written on the form by the teachers, themselves. In the high school, the nurse records the health information, the office staff record the test data, and the teacher comments.

The information recorded above is supplemented by observation blanks wherein we attempt to achieve an anecdotal record. These observation blanks are made up into pads. Each teacher has a supply on hand. He describes any unusual event that he sees in the student life of the child. No effort is made to record anecdotal material on the cumulative record blank, but the observations are filed with the cumulative record. Significant ones are duplicated when

a report is requested by an outside agency.

We follow up each student who leaves our school for at least a period of his freshman year in college and sometimes more often. We interview all of our freshmen in college during their first semester. Whenever an interview is held, observations are made on anecdotal record blanks and filed in the student's folder even though he has left our school. We keep a very careful file of all students who have graduated.—*East Grand Rapids High School, East Grand Rapids, Michigan.*

c. Our small, four year high school uses the cumulative record folder adopted from the form of the National Association of Secondary School Principals of the National Education Association. This folder contains all essential information pertaining to the student both on the folder itself and in the form of materials placed within the folder from time to time. All data relative to birth; entrance into school; educational and physical background as well as social background of the child; all results of tests, academic, aptitude, intelligence, and achievement; employment record, if any; withdrawal record; information relative to discipline; health records; extra-curricular activities; personality ratings; and many other things are included. Reports from colleges attended and requests for transcripts and recommendations are placed in the folder. In addition to this folder a permanent record card is kept for each student. There is some duplication of information however. Most of this information comes from registrations, statements from the pupil, interviews with parents, and the various guidance materials used by the school. All teachers and school officials are able to add to the materials because in a small school the students are known by all teachers, and the teachers are in constant contact with students and parents.—*Faulkton City Schools, Faulkton, South Dakota.*

d. When a student enters high school two cumulative records are started for each student. One record is maintained by the administrative office and the other maintained by the guidance department. The guidance department has a personal questionnaire that each student fills out at the beginning of each year. This in-

c. Self-Analysis Blank

Name. _____

Indicate occupations you are most interested in.

- _____
- _____
1. Are you interested in sports? _____
 2. What are your favorite studies? _____
 3. In what studies are you weak? _____
 4. What kind of reading have you done? _____
 5. What line of reading are you following? _____
 6. What is your hobby? _____
 7. Does your mind concentrate or skip around? _____
 8. Can you plan well and carry out your plans? _____
 9. Do you work best when your work is directed by others? _____
 10. Have you self confidence? _____
 11. Have you patience? _____
 12. Are you inclined to be lazy? _____
 13. Do you act impulsively? _____
 14. Do you make friends easily? _____
 15. Are you fond of company? _____
 16. Are you sensitive? _____
 17. Are you inclined to think yourself misunderstood? _____
 18. Are you most at home and interested with things, machinery, tools etc., or people, ideas etc.? _____
 19. Do you enjoy business? buying, selling etc.? _____
 20. Do you find yourself assuming a position of leadership among your fellows in work or recreation? _____
 21. Are you persevering? _____
 22. How do you spend your leisure time? _____
 23. What do you look for first in the newspapers? _____
 24. What habits do you have to fight down in yourself? _____
 25. Can you save money? _____
 26. What special ability have you? _____
 27. What is your greatest ambition? _____

—*Convent of the Visitation, St. Paul, Minnesota.*

SPECIFIC EXAMPLES OF GUIDANCE
PRACTICES OR ACTIVITIES FOR
CHARACTERISTIC II

a. Havana Community High School at Havana, Illinois has a compact folding cumulative record card 5"×8". The card has space for "Post-Graduate History."—*Havana Community High School, Havana, Illinois.*

b. We have a cumulative record system

on which is recorded the basic personal information, comments of teachers at grading periods in the elementary school, grades from all of the junior and senior high school classes, a photograph, and test scores. This cumulative record follows each individual from the elementary school on through his high school career. This is supplemented by the inclusion of a health record blank which is an integral part of

Characteristic II of the Self-Study Guide

A comprehensive cumulative record containing "minimum essential" plus additional information is maintained for each pupil during and after his stay in school.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 34 schools in 14 different states)	FRE- QUENCY
Cumulative record includes information about home background, nativity data, school marks, test results, conference rating, health data, etc.	28
Usable cumulative record is available.	25
Anecdotal records supplement cumulative record.	9
Cumulative record is used for counseling about occupational choice.	6
The cumulative record follows the pupil from grade to grade.	4
Occupational aptitude information is a part of the cumulative record.	4
A cumulative record of a pupil is kept for limited time after high school graduation.	4
Parents and community agencies assist in a <i>Career Day</i>	3
A record is made of conferences with college freshmen who are former high school graduates.	2
Teachers prepare periodic character reports on pupils.	1
Pupil questionnaire data becomes a part of the cumulative record.	1

the cumulative record. In the elementary school, the test figures are recorded by the elementary school clerk. The health information is recorded by the school nurse. Comments at marking periods are written on the form by the teachers, themselves. In the high school, the nurse records the health information, the office staff record the test data, and the teacher comments.

The information recorded above is supplemented by observation blanks wherein we attempt to achieve an anecdotal record. These observation blanks are made up into pads. Each teacher has a supply on hand. He describes any unusual event that he sees in the student life of the child. No effort is made to record anecdotal material on the cumulative record blank, but the observations are filed with the cumulative record. Significant ones are duplicated when

a report is requested by an outside agency.

We follow up each student who leaves our school for at least a period of his freshman year in college and sometimes more often. We interview all of our freshmen in college during their first semester. Whenever an interview is held, observations are made on anecdotal record blanks and filed in the student's folder even though he has left our school. We keep a very careful file of all students who have graduated.—*East Grand Rapids High School, East Grand Rapids, Michigan.*

c. Our small, four year high school uses the cumulative record folder adopted from the form of the National Association of Secondary School Principals of the National Education Association. This folder contains all essential information pertaining to the student both on the folder itself and in the form of materials placed within the folder from time to time. All data relative to birth; entrance into school; educational and physical background as well as social background of the child; all results of tests, academic, aptitude, intelligence, and achievement; employment record, if any; withdrawal record; information relative to discipline; health records; extra-curricular activities; personality ratings; and many other things are included. Reports from colleges attended and requests for transcripts and recommendations are placed in the folder. In addition to this folder a permanent record card is kept for each student. There is some duplication of information however. Most of this information comes from registrations, statements from the pupil, interviews with parents, and the various guidance materials used by the school. All teachers and school officials are able to add to the materials because in a small school the students are known by all teachers, and the teachers are in constant contact with students and parents.—*Faulkton City Schools, Faulkton, South Dakota.*

d. When a student enters high school two cumulative records are started for each student. One record is maintained by the administrative office and the other maintained by the guidance department. The guidance department has a personal questionnaire that each student fills out at the beginning of each year. This in-

formation deals with general data, home conditions, study habits, physical record, vocational interests, avocational interests and other related information. This information is supplemented yearly as additional information becomes available through tests, interviews, etc. After graduation the problem is more difficult but cards are sent to graduates yearly to check their vocational adjustment.—*Trego Community High School, WaKeeney, Kansas.*

Characteristic III of the Self-Study Guide

Provision is made whereby each teacher is encouraged to use the complete minimum essential information about each of his pupils.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 54 schools in 19 different states)	FRE- QUENCY
Cumulative records are made available for teacher use.	38
Faculty meetings are used to assist in furnishing pupil information to teachers.	22
Teacher-principal conferences assist in exchanging of pupil information. ...	16
Pupil test results are used for counseling	8
Teachers receive test data about pupils.	8
Home room teachers help to secure cumulative record data.	7
Teachers prepare anecdotal records. ...	5
Appropriate mimeographed materials are given to the teachers.	5
Teachers use cumulative records through the offices of dean, guidance director and/or principal.	4
Conferences between teachers of different grades are held.	3
Group meetings are held with parents on pupil information.	3
The cumulative record is used for pupil's educational and vocational planning.	2
The plan provides for keeping cumulative records up-to-date after the pupil leaves high school.	1
The nurse meets with faculty groups to discuss pupil's health needs.	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC III

a. Cumulative folders are started for every student when they enter school. All

test records and any information that seems pertinent is filed. Each teacher writes a short sketch of each student through the grades and any noteworthy achievement in subject matter or citizenship is reported by teachers who have observed them. In Senior High School the testing program outlined by the University of Michigan and the Michigan Secondary School Association is given and profile sheets made for each student. These are discussed with each student and the profile sheet is available as it is filed in the students cumulative folder.—*South Haven High School, South Haven, Michigan.*

b. 1. I.Q. rating of pupil is given each teacher and she is instructed as to how to use it and encouraged to use the information.

2. Enrollment cards with much information pertaining to the pupil are kept and made available to each teacher. This includes information as to age, grade, family, residence, type of work the family is engaged in, etc.

3. Other materials made available to teachers:

- Type of course pursued by pupil.
- Post-graduate plans if any.
- Whether or not the pupil works after school hours.
- Whether or not the pupil has been retarded or advanced.
- Number of subjects carried.
- Ear, eye or heart difficulties, if any.

4. The pupil's guidance file is made accessible to teachers and at least two faculty meetings each term are used to go over this program and teachers are urged to make use of all the available information concerning each pupil.

5. Home visits are encouraged.—*The Elida Schools, Elida, New Mexico.*

c. Group meetings are held at the first of each year with the different faculty members. At that time we discuss the need for study of the information gathered, the manner of keeping the records, and the use to be made of the record. Parent meetings are held in small groups at which the individual records are gone over, and parental interest in the record being made by their son or daughter is aroused as much as possible.

In high school time is allotted once a week for interviews between the class sponsor, and his students. Copies of letters from business firms making inquiry concerning prospective employees are made available for student study. The usual plan of counseling is followed by the class sponsor throughout the seventh to the twelfth year.

A composite form of information for the high school office (Kardex) is kept for quick information in addition to the complete state folder.—*Tarkio Public Schools, Tarkio, Missouri.*

d. Teachers in the primary, elementary and high school are not only encouraged to use the complete essential information about each of the pupils, it is a necessity.

It is necessary because teachers have conferences with parents, visit homes of pupils, participate in case conferences and advise student teachers in the use of pupil personnel records. This not only requires preparation for using the complete information, but necessitates keeping the file information up to date.

In general, each teacher in the primary and elementary school and each home room teacher on the secondary level keep the following data up to date for each pupil's folder: family background, education record, attendance record, anecdotal record, test record, profiles of test results, out of school activities and interests, anecdotal records of conferences with parents, anecdotal records of conferences with pupils, anecdotal records of home visits.

The personnel file of each primary and elementary pupil is kept in his teacher's room. The teacher places in the file information which will help him and succeeding teachers to understand and help each individual pupil better. It also assures that conferences with parents regarding pupil progress will be intelligently based and have continuity from year to year. The primary and elementary teachers hold at least two conferences with each parent each school year. In some cases several conferences are held.

It has been found more practical on the secondary level to place the pupil files in a centrally located place to which the teachers have access at all times. Work space is

provided so teachers may study the information in each pupil's file folder. If a teacher chooses, he may insert a 10"×12" card in place of the pupil's folder. This card gives the name of the pupil whose folder has been removed, the name of the person removing the folder and the date of the removal. The teacher may then take the folder or folders to his office for study, for preparation for interview with pupil or parent, or for preparation for home visit. The folder is returned as soon as the need has been fulfilled.

The guidance director is available to help staff members and student teachers interpret test profiles, anecdotal records, etc. The teachers and student teachers confer with the guidance director concerning pupils in their classes or individual pupils who are receiving special attention. All the information about each of the pupils is used during the conference.

Teachers frequently ask all of the other teachers who have a particular pupil to meet to discuss steps that may be taken by all of them to help the pupil help himself. In order to discuss remedial measures intelligently the teacher must become familiar with all the information in the pupil's personnel file.—*Iowa State Teachers College, Cedar Falls, Iowa.*

e. 1. Results of intelligence, Kuder, personality tests, and personality ratings are shown to all teachers at time they are given.

2. Thereafter they are available to all teachers when needed.

3. Under supervision of superintendent or principal, various teachers give tests in different years. This creates interest and feeling of responsibility on part of teachers. In all cases, we use teachers who have had special courses and show more-than-average interest in this area.

4. Once a year pupils choose teachers with whom they would like to have a conference. These teachers are given (for temporary use) the student file containing all these test results, plus and minus citizenship blanks, detention slips, copies of letters to parents, record of special honors, recommendations, etc.—*Pella Public Schools, Pella, Iowa.*

Characteristic IV of the Self-Study Guide

Person in charge considers guidance a vital part of the school program. He is well prepared in psychology, mental hygiene and character education. He has a thorough and sympathetic understanding of and ability to work with adolescents. He knows working conditions, requirements, opportunities and training for various occupations. He has skill in use and interpretation of tests. He has made an extensive study of guidance as a factor in the educational program.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 46 schools in 18 different states)	FRE- QUENCY
Members of the faculty with guidance responsibilities have had courses related to guidance and counseling—e.g., psychology, counseling techniques, problems of personality, philosophy, tests and measurements. . . .	33
Members of faculty have had work experiences other than teaching.	12
Members of faculty have religious education training.	7
Members of faculty with guidance responsibility have had experiences with community groups.	6
Faculty member has favorable contact with employers.	3
Regular time is set for group counseling about occupations.	2
Faculty member is sent on excursions to other schools and/or colleges.	1
Seminars are held for the faculty.	1
Pupils take excursions to the different industries.	1

SPECIFIC EXAMPLES OF GUIDANCE
PRACTICES OR ACTIVITIES FOR
CHARACTERISTIC IV

a. 1. We have two people who share the duties of the guidance program in our high school, each devoting half time. Our Dean of Girls, who is at the head of our program, perhaps does not have the intensive background of courses which might be desired for an expert—at least she does not have a Master's degree. However, she has had the following courses pertaining to guidance:

- Dean of Women's Course
- Educational Guidance of Girls in Secondary Schools

- Extra Curricular Activities
- Social Psychology
- Statistical Methods (2 courses)
- Psychology of Learning
- High School Curriculum
- Analysis of Teaching

Further, she has had over ten years of successful experience as a high school principal and had the unanimous approval of the Board of Education and the Superintendent when she took over her present position.

2. Our Dean of Boys and Assistant Guidance Director has more intensive training along vocational lines. He heads up our cooperative part time program, has had some years of practical business experience and holds a coordinator's certificate.

3. May I emphasize that the girls and boys do not hesitate to go to either one of the guidance people for help. As you can see, our Dean of Boys specializes more in vocations while our Dean of Girls specializes more in helping pupils select colleges or helping them select courses to take in high school and after high school. Both are intensely interested and make a fine team. Sometimes we find that when one cannot establish rapport with a student, the other one can.—*Senior High School, Pipestone, Minnesota.*

SPECIFIC EXAMPLES OF GUIDANCE
PRACTICES OR ACTIVITIES FOR
CHARACTERISTIC V

a. A faculty committee on guidance, consisting of three members supervise the program. The committee has charge of the testing program, the development and revision of the educational plans of pupils, personal data sheets, etc. These are filed in the Principal's office and are confidential. In case a teacher has a problem with a pupil, the teacher refers the problem to the Principal and only such information as the Principal deems necessary is given to the teacher. Special problems are handled by the Principal, who is chairman of the guidance committee.

Every Friday night each teacher turns in a deficiency card to the guidance committee, which indicates incomplete or failing grades. The guidance committee on Monday morning contacts the pupils, and

Characteristic V of the Self-Study Guide

School has a carefully planned program of guidance. All staff members are used to the extent of their ability and each knows his place in the whole plan. Full-time counselors are provided in ratio 1:500 pupils. Adequate consultation services are available for assistance in dealing with special problems.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 24 schools in 13 different states)	FRE- QUENCY
A coordinated testing program contributes to the guidance program....	11
Counselors and faculty members discuss guidance programs for pupils.....	11
Group guidance is provided through home room programs.....	7
The principal confers with the pupil...	6
The pupils live at the seminary; counseling services are available continuously.	3
The guidance director obtains pupil data and/or counsels.....	3
Principal and/or teachers make home visitations.....	2
The faculty committee supervises guidance programs.....	2
Each class (9-12) has a sponsor who counsels with its members.....	1
The parents and school prepare ratings on pupil's personal traits.....	1
Staff members in each field meet with full-time counselor weekly.....	1

checks with the teachers when the pupils have removed their deficiency.

Another factor which we consider important in our guidance program is absenteeism. All excuses, with the exception of illness have to be in the hands of the guidance committee prior to the day of absence. In case a pupil violates this for the first time, he is sent home with the request that he be accompanied with one or both of his parents before he may be reinstated.

This gives the administrator an opportunity to come in contact with the parents and to warn them that the second offense will be one week elimination from school.

This has created a very good pupil-teacher parent relationship and has resulted in an exceptionally high attendance record.—*Hanna Public School, Hanna Wyoming.*

b. The High School has a full time Guidance Program that is supported financially by the State and the Federal Government. The Counselor maintains a record and guidance service for the benefit of all students and graduates. The total enrollment in the High School is 185.

All members of the school staff are utilized as far as time and the degree of their training will permit. The English teachers help collect data concerning the individuals' personalities, their life experiences, and their recreational interests. The remainder of the staff is continually on the lookout for poorly adjusted individuals, either as to personality or curriculum. When any such cases are found the teacher and Counselor work together to correct the defect.

The librarian has provided a guidance section in the library and takes great pains to keep that section attractive and interesting. She is continually calling my attention to guidance material that we may order.

Last year every member of the faculty headed a committee during our Southwest Arkansas Career Day.... Each teacher did an excellent job and the smooth manner in which the machinery, set up for the day, functioned brought praise from all visitors.

As Guidance Counselor, I perform the following services: give and interpret intelligence tests, interests tests, aptitude tests and other special tests as requested; provide a follow-up service of all graduates; provide counseling services to all students; provide job-placement service; and interpret my findings to the Administrators. I teach one class in Occupational Guidance and Information which leaves me six periods for counseling and advisement. This class is composed of the Ninth Grade.—*De Queen Public Schools, De Queen, Arkansas.*

c. Ours is a school of 350 pupils with no full-time guidance director other than the principal. We have two women teachers each of whom devotes one period a day to girls' problems. Our athletic coach and physical education teacher and his assistant each serves as adviser to boys. We have a 30-minute home room period daily in which some group guidance is given to pupils. Teachers are very cooperative in dis-

cusssing with each other and with the principal any pupil who needs counsel. The principal and teachers frequently make home visits. We have a 2-hour English-social studies core course for each grade, which serves the guidance purpose incidentally. Our testing program includes scholastic aptitude, reading, and occasional vocational interest inventories. We have no specialized consultation service other than medical, dental, and nursing.—*Grants Union High School, Grants, New Mexico.*

d. Since the basis of personality is a strong moral character, it is vitally important that we aim more than ever to keep this idea before the children and their parents. The girls chose MICHAEL—the leader of

the heavenly host—to be their leader in their earthly combat. The traits listed below are essential to a well-balanced character, and we are using all possible means to develop these traits in the children under our care. The junior and senior high school girls are expected to work at definite traits of character, whereby they will be able to cope with their future needs. The younger children are also expected to work for these traits, but their success or failure will be evaluated on a different basis. We expect more conscious effort from the older children. We are eager to have the parents check or alter the list below and return it for our records. We shall report again on these traits in the spring.

Those girls will be known as *Michaelians*

Name _____	Date _____				
	Low	Irregular	Well-balanced	Too pronounced	No opportunity to observe
Initiative					
Self-confidence					
Sense of accuracy (Justice)					
Cooperation					
Respect for authority					
Sportsmanship					
Perseverance					
Promptitude					
Adaptability					
Sense of responsibility					
Control of attention					
Scholastic interest					
Social interest					
Physical vigor					
Diligence					
Neatness					

—Convent of the Visitation, St. Paul, Minnesota.

who are consistently working to develop strong characters.

Before all other habits, we want the girls regular in their morning and night prayers, the reception of the sacraments, and attendance at Mass, not only on Sundays, but as often as possible.

e. Faculty committee prepared an outline for pupil discussions on Monday, Tuesday and Wednesday of each week. The topics listed in detail were: The Special N.C.A. Report, the New Century Social Conduct Test, Study Habits, Scholarship, Grades, Awards, Credits, Courses, Every Pupil Tests, Extra Curricular Work, Manners, Self-Control, Sportsmanship, Grooming, Public Gatherings, Personality, Honesty, Rights of Others, Character Factors, Courage, Reliability, Cooperation, and Student-Parent Relationship.—*Hudson Public Schools, Hudson, Ohio.*

Characteristic VI of the Self-Study Guide

There is a well planned in-service training program. Faculty meetings, discussion groups, and individual conferences are devoted to this topic. Adequate reading materials are put in the hands of the staff. Summer school courses in guidance are strongly recommended.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 39 schools in 15 different states)	FRE- QUENCY
Faculty meetings are held to consider guidance problems.....	29
Member or members of the faculty take courses in guidance—e.g., summer...	16
Special guidance materials are available to the faculty.....	16
Principal-teacher conferences are held..	12
Discussion groups are held.....	9
Attendance of the faculty at professional conferences and conventions is encouraged.....	5
Faculty committees work with the guidance problems.....	5
Parents meet in groups with teachers...	2
A special project is developed to promote better citizenship.....	1
Faculty members are permitted to take two visiting days per year.....	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC VI

a. Our plan of in-service training for teachers, I think, is keeping with the years. Every encouragement is given to teachers to attend meetings, institutes, conferences, and extension courses. The Board of Education encourages this by allowing part of the expense involved for attendance at the meetings. Our library contains adequate material available to our staff, and a good percentage of our teachers attend summer sessions at various colleges and are very much interested in the guidance courses offered. We encourage their attendance in different institutions in order that the methods, suggestions, and discussions of the institution might be discussed at faculty meetings during the year.—*L'Anse Township Schools, L'Anse, Michigan.*

b. Perhaps one-half of our faculty meetings are devoted to subjects allied closely to guidance techniques. Each of eight home room teachers is also the class advisor of those same students. That teacher is responsible for the well-being and progress of his or her advisees. There are guidance materials being circulated and read almost all the time. We are now getting ready to repeat "Tests of Educational Development" administered two years ago. Every teacher will know what the nature and purpose of the tests are before the students take them. Following the testing, the entire faculty will evaluate results working as a committee. Last summer, three of our present staff took guidance courses at summer school. Six professional books on guidance have been added to our professional shelves during the year.—*Chilton Public Schools, Chilton, Wisconsin.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC VII

a. In addition to the program described in items 1, 2, 3, 5, and 6, the principal meets the freshman class once a week in an orientation course, to help the pupils learn high school ways, learn techniques involved in good study habits, learn how to budget time in study and in writing tests; to help

Characteristic VII of the Self-Study Guide

A carefully planned program of counseling has been developed after ample staff participation. Competent counselors have been assigned. Time, facilities, and materials are provided. A planned testing program adds to cumulative data about pupils. Counselors have time to work with teachers, parents, and community agencies. Community resources are used. All teachers feel a responsibility for helping pupils.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 21 schools in 13 different states)	FRE- QUENCY
A planned testing program is in operation.....	10
Faculty discussion and planning is used as the basis of developing the guidance program.....	9
Individual and group meetings are held with the counselors, teachers and parents.....	6
Members of the faculty are concerned with the temporal and spiritual welfare of the pupils.....	5
The principal does most of the pupil counseling.....	3
Community groups assist in providing counseling.....	3
Seniors have a special counseling program.....	2
The church provides a program for counseling students for the ministry..	2
Most testing is clinical.....	1
Freshmen have a special counseling program.....	1
Individual questionnaires are used to obtain data.....	1
Social adjustments are made through special school activities.....	1
Audio-visual materials are used to impart occupational information.....	1

pupils in making social adjustments in the school, at home, and in community groups. The principal also meets the senior class once a week to help project the students in the ways of college, to help in the planning of college courses, to stimulate efficient methods of study in college, to encourage the wide use of the library, and where possible to teach methods of dealing with academic and social problems to be encountered in college. Perhaps this is the item in

which the guidance in character building arising from our weekly chapel services should be mentioned. The principal, various members of the faculty and ministers from the city conduct these chapel services.
—*Tudor Hall School, Indianapolis, Indiana.*

Characteristic VIII of the Self-Study Guide

Classroom teachers consistently plan instruction to make classroom work contribute maximally to the counseling and guidance program.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 38 schools in 16 different states)	FRE- QUENCY
Each teacher has the function of a counselor.....	30
Spiritual direction and character development are provided by the faculty	6
Certain teachers have special guidance responsibilities.....	6
The philosophy of the school contains guidance concepts.....	5
Each teacher uses books, magazines, talks, letters to employers, instruction in manners, etiquette and cleanliness, and audio-visual materials.....	4
The teacher provides occupational information.....	4
The guidance program is planned by the faculty.....	4
Daily class provides spiritual guidance..	3
Library furnishes occupational information.....	3
Certain teachers have special contractual obligations to work with adjustment of classroom techniques....	2
The guidance program is developed through the home room.....	2

SPECIFIC EXAMPLES OF GUIDANCE
PRACTICES OR ACTIVITIES FOR
CHARACTERISTIC VIII

a. We are fortunate in having some members of our high school faculty who are extremely interested in young people and in helping them make proper selections in school work leading to vocations for which they seem best fitted.

For example, in a Physics class, the day's assignment may include the principle of a mechanical refrigerator. After students understand the principle, the instructor will point out the possibilities in such work for a

vocation in maintenance and repair of mechanical refrigerators, draw the student into a discussion of the advantages and disadvantages of such vocation and in this manner we try to get young people thinking of a number of vocations from which they will someday make a selection for their vocation.

Our community is mostly irrigated farming and ranching and very few of our students have a clear-cut idea of the duties, responsibilities, and detail work of vocations not found in our community. In our classes, we try to arouse interest in vocations not found here and encourage younger people to go to the library to find more information concerning these vocations. We have a section in our library for the guidance books.—*Hagerman Municipal School, Hagerman, New Mexico.*

b. The guidance problems of this school are being carefully planned with a home-room period, an activity period, a seminar period, student government, and a testing machine worked into the regular school program.

The home room meets once each week to transact the business of the various classes. The supervising teacher of each home room gives the necessary guidance in class government.

Out of the home room each student, under close supervision, selects one or more activities for the semester. The same procedure is used for the second semester. These activities consist of Boy and Girl Scouts, Girl Reserves, Hi-Y, N.F.A., N.H.A., Dramatic Clubs, Music Organizations, Science Clubs, etc.

Correlated with the activities are seminars of small groups under the guidance of special interest teachers. They meet at the same scheduled time of the activities. These seminars consist of discussions and research made on personal hygiene; community relations; etiquette; personal problems; the ability to use study and recreation time; failure in school records, kinds and evaluations made from them by the teachers; kinds and types of personality records which employers demand; application forms of various industries; the value of school life, in relation to the world of business and college; self-confidence in self-

expression; vocational and professional interests, etc.

Student government is very important in the approach to guidance problems. The Student Council is under close supervision of a specially interested teacher.

To place students according to their ability and interest, a testing and counseling program is in operation. The following tests have been given in the junior and senior high school: a group reading test, a group intelligence test, and a group achievement test. The first six grades of this school system have had reading tests and intelligence tests this year. The results of the tests are given to each teacher and placed on the students' permanent records.

The activity-seminar program, when student governed, is a tremendous aid to actual citizenship-training in school. The constant cooperation among students is the basis for the success of the program.—*Dunbar High School, Okmulgee, Oklahoma.*

- c. 1. Each teacher is "guidance minded" at all times in and out of classroom.
2. Units of study are taught where some phase of guidance is an objective.
3. Outside speakers are secured for assembly programs.
4. Guidance movies are used.
5. Each teacher attempts as far as possible to teach his or her classes in a manner which provides for individual interests and abilities.
6. Vocational guidance units are taught in several classes.
7. Much vocational guidance work is done in Homemaking, Shop, and Vocational Agriculture classes.
8. Students are encouraged at all times to seek help from all faculty members.—*Ault Consolidated Schools, Ault, Colorado.*
- d. How teachers plan classroom work for maximum guidance:
 1. In some classes the pupils help in the planning of the class work. This is true especially in grades 7 and 8; in two classes of 9th grade social studies; and in the 11th and 12th grade problems class.
 2. Most teachers work closely with the nurse and counselors on health

needs revealed by chronic absence, lack of energy in individual pupils, eye or ear strain, etc. Follow-up class discussions and units on improving health habits are planned in some classes.

- 3. Vocational information and counseling are given in 9th grade social studies classes and in Problems classes. Consistent effort is made to direct the subsequent choice of subjects to contribute to the pupil's vocational needs.
- 4. Terminal education is given, where indicated, through classes in typing, office practice, bookkeeping; wood and metal shop; agriculture. The work is unusually well planned to fit the individual needs of each pupil in the commercial department where individuals are trained to take specific jobs in the community.
- 5. English teachers use standardized tests to diagnose special needs of pupils and class work is planned to fit these needs. English teachers also use the interests of pupils as basis for choice of reading materials.
- 6. Ninth grade English teachers cooperate with social studies teachers, e.g., the English teacher shows pupils how to organize and write up the research done in the social studies units. Teachers of these two classes plan this work together.
- 7. Most classes are planned so that a part of each period is devoted to supervised study. Individual problems are met in this way.—*University High School, Carbondale, Illinois.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC IX

a. Three years ago we organized a faculty and P.T.A. curriculum study program. A faculty committee chairman was appointed. She spent a summer at Chicago University in preparation for the chairmanship of the faculty's curriculum committee

Characteristic IX of the Self-Study Guide

In addition to "3," teachers have assigned responsibility for critical study of the community and of pupil needs as a basis for continuous curriculum change.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 15 schools in 11 different states)	FRE- QUENCY
Teacher committees study the community.....	8
Teachers have pupil interviews to discover special needs.....	4
College may be the community for some pupils; needs in areas of social studies, foreign languages, sciences, mathematics and English are studied.	2
Curriculum adjustment is based on the study of pupils' needs and analyses of appropriate questionnaires.....	1

to initiate the actual participation of all faculty members in this project. Dr. _____, of Chicago University spent considerable time with us establishing ways and means of conducting a curriculum study. Immediately after her first visit, faculty committees were formulated, based largely on the major departments of the school, such as Mathematics, Science, English and Social Studies, Languages, and the enrichment courses. The elementary school was organized by committees made up of teachers of kindergarten, grades 1, 2, and 3; grades 4, 5, and 6; and grades 7, and 8. Coordination between the two schools was attained by all teachers from grades kindergarten through twelve who were concerned with the teaching of Mathematics, for example, meeting in one group. This process was carried on once each month throughout the school year of 1947-48. This year teachers are trying out the new curriculum—content, methods, and new visual materials.

At the same time the above mentioned faculty committees were organized, our P.T.A. group entered the picture. These committees were organized on the basis of kindergarten and grades 1, 2 and 3; grades 4, 5 and 6; grades 7 and 8; and high school. A faculty representative was appointed for

each of these parent groups. These committees also met several times throughout the year and made a full report to the P.T.A. board and faculty. On the whole their recommendations were acceptable and presented in the finest kind of cooperation. We were able to carry out some of their recommendations during the year as the committee meetings were in progress.

At the beginning of the second year of this study, our superintendent and Board of Education were able to secure the services of the Bureau of Education Research of Ohio State University under the Direction of Dr. ————. These services were secured with the knowledge of the P.T.A. board and the faculty, both groups pledging their cooperation. The project was financed by the P.T.A. We feel that the findings and recommendations of this comprehensive survey will be invaluable in furthering our continuous curriculum study and in planning increased building facilities for both schools.—*Ottawa Hills High School, Toledo, Ohio.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC X

a. Community occupational surveys are conducted each year by our orientation and guidance class, which is the required subject for freshmen. We also have job training classes for trades and industries and secretarial work which offers training on the job under the supervision of the school. The school is the clearing house for former graduates in placement service. Business people and concerns make it a practice to confer with the school authorities when considering high-school graduates for jobs. Out-of-school youth, veterans, and post graduates make it a practice to counsel with school authorities on additional guidance. Each year we determine by survey what has happened to previous year's graduates.—*The Public Schools, Sturgis, South Dakota.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XI

a. The program of counseling for the future school actually beginning in the ele-

Characteristic X of the Self-Study Guide

Parents, employers and other citizens understand how community resources are used in the guidance and counseling program; special educational and vocational conferences are carried on through assistance of citizens in the community; community occupational surveys are made; work experience opportunities are adapted to needs of boys and girls; follow-up surveys are made to determine what happens to former high school pupils; community employers cooperate with the school in placement of boys and girls; counseling services are available to out-of-school youth.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 10 schools in 8 different states)	FRE- QUENCY
Vocational information is provided to pupils through speakers from the different fields of work.	6
Vocational information is provided to pupils through representatives of community agencies and organizations. . .	5
Vocational information is provided to pupils through pupil-excursions to industries and other places of business. .	2
The community advisory committee helps to plan ways of serving the children.	2
The orientation and guidance class secures occupational information.	1
Employment agencies cooperate with schools in securing jobs.	1
The P.T.A. assists in developing the guidance program.	1

mentary school with a pre-school clinic for parents and students. The pre-school clinic includes both a health and a limited mental check-up. The parents are told of the teaching methods and how they can help their children to become better acclimated to the school. The students who will enter the first grade are invited each spring to a play-day in which they associate with the teachers and students.

A similar program of counseling and guidance is continued when the students advance from the elementary school into the Junior High School. The teachers and parents cooperate in a visitation day and a pre-counseling enrollment program for the new Junior High School students.

We feel that actually one of the best

Characteristic XI of the Self-Study Guide

Parents and all staff members participate in "pre-orientation" program of "sending" school and "orientation" program of "receiving" school; community resources are used in helping pupils to adjust to activities beyond high school; high school has a planned program for visitation of, and counseling by college and university representatives; scholarships are awarded on the basis of objective evidence and a planned program of committee study.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 12 schools in 7 different states)	FRE- QUENCY
Pre-college guidance is provided by counselors.	8
College and university representatives hold individual and group conferences with appropriate pupils.	7
Scholarships are provided for appropriate pupils.	6
Conferences are held with parents of pupils new to the high school, prior to the entrance of such pupils.	4
Group conferences with parents are held.	3
Parent-faculty meetings are held.	3
Occupational information by business men and women is used for orientation groups.	3
Pre-college pupils take excursions to colleges.	3
A new pupil to the school has a "big brother" or "big sister" during the orientation period.	2
Orientation class is held for ninth grade pupils.	2
A planned orientation program is arranged for freshmen before the formal opening of high school.	2
Scholarship awards for advanced study are based on committee study and recommendations.	1
A party is given for prospective ninth graders.	1
Audio-visual materials are used to present occupational information.	1

guidance programs for the future school comes when the rural students in the surrounding communities are promoted from their school to the high school. Since these students comprise about 40 percent of the total senior high school enrollment we feel that it is necessary that they become ad-

justed rapidly to a situation which too often is foreign to them. In order to orient the pupils a traveling program composed of students and teachers visits each of these rural schools at least once a year with tips on how to get along in high school. Each year the gym is turned over to the rural schools for a basketball tournament. In the spring the eighth grade and ninth grade act as host in a visitation day to which all the students in the transportation area are invited. The various classes are visited, a movie is shown to the students. The film used is ordinarily one which is designed to show social behavior, such as *Shy Guy*. Both the Junior high school principal and the Senior High School principal talk to the group on proper enrolling and allied subjects. Teachers in each department are located so that students who are interested in that particular field may have ample opportunity to visit with them. Students are told of the various fields for majoring in high school and college and are given the requirements for graduation, college entrance, work requirements of local industries and businesses.

Each year a student is in school the student is given an occupational exam and questionnaire and local businessmen and teachers counsel with the students as to their potentialities and interests. During the Senior year and at other times during the students' schooling, programs from other schools and industries are presented to them. Instructors, speakers or guidance helpers from colleges, businesses and industry are invited to speak to the graduating class. Ordinarily the representatives of the colleges and university are limited to those in the state or at least only one from each type of school. Representatives have cooperated in not trying to sell the students on a particular college or university but rather the field of work in which they will fit.

A scholarship committee composed of faculty members and parents is used to plan for the awarding of scholarships. A number of free scholarships which the school receives each year are not awarded because they do not fit into the plans of the graduating class. Ordinarily need is a large factor in awarding scholarships, although need is not put ahead of the proper school.

The Seniors are permitted to visit a college of their choice and visit such industries and businesses as interest a large number of students. In cases where only one or two students evidence interest in an isolated field or college arrangements are made to send them there to visit if possible.

Accumulative folders are kept for each student from the first grade on through school. This material is made available to responsible businesses and colleges.

A program of work experience is often used where circumstances seem to warrant it. Field trips and visits to city and governmental functions are encouraged in the class as well as outside speakers and authorities being invited to speak to the classes.—*Idabel Senior High School, Idabel, Oklahoma.*

b. Community resources were used to help the students adjust themselves to activities and jobs beyond high school. Both vocational and occupational guidance were secured from: 1. Educational representatives, 2. Employment representatives, 3. Carefully selected reading, 4. Excursions, 5. Vocational and Occupational films, 6. Interviews.—*St. Joseph Academy, Stevens Point, Wisconsin.*

c. The principal, superintendent and sponsors participate in advising pupils who are planning to enter college and to provide all possible information concerning the particular college that is being considered.

Since a large percentage of those entering any college from this high school will enter Central College, located here, it is an easy matter to secure all the information needed. Also, many of the parents of our pupils have attended this same college and know beforehand all about its work.

Each year the field secretary of Central College is invited to spend a day, or more if needed, advising seniors as to the offerings of the college, scholarships available, etc.

The awarding of scholarships is on the basis of teachers' marks plus Ohio Aptitude test ratings. This we regard as objective evidence.—*Fayette Public Schools, Fayette, Missouri.*

Characteristic XII of the Self-Study Guide

Principal or designated staff member is responsible for placement service; a coordinated plan of referral for employment is in operation; employment needs are disseminated to pupils and staff; school schedules of pupils are adjusted to meet employment needs; parents are consulted concerning part-time employment of sons and daughters; some follow-up takes place.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 18 schools in 9 different states)	FRE- QUENCY
The school assists pupils to obtain employment.....	13
Pupils work part-time through school adjusted programs.....	9
The principal has charge of pupil employment problems.....	9
Follow-up plan to appraise the job placement program is in operation.....	5
Occupational information is provided through pamphlets, interpretation of tests, talks, individual and group conferences.....	2
Placement service is geared to college entrance aims.....	2
An experimental unit on personal analysis and vocations is in the course of study for seniors.....	1
Seniors are required to write a term paper on their vocational choices....	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XII

a. Illustrations of successful alumni are reviewed. Various phases of vocational aptitudes and abilities are tested and discussed. For instance, the present series as accomplished and planned are as follows: (a) Lectures on mental ability and the type of mental ability needed for various vocations. These lectures were followed by an I.Q. test and the pupils were invited to have conferences after the results were recorded. These conferences emphasize both I.Q. and high school grades as an indication of future plans. (b) Lecture on determination as a factor of success. (c) Lecture on enjoyment of your job. This lecture was followed by Kuder's Preference Test. Conferences were invited. Many of these conferences are being carried on by the office

girl who has become very adept at the work. (d) Lecture on personality followed by Personality Test and conferences, etc.

It should be emphasized that while the testing service is afforded the seniors only, the discussions are heard by all classes. The discussions cause the underclassmen to be vocation conscious, possibly the biggest service of any guidance program.—*Community High School, District No. 156, McHenry, Illinois.*

b. The Principal's office in our school is the clearing-house for out-of-school employment. During the past semester, the schedules of three senior girls were adjusted to enable them to work afternoons in an insurance office. Another girl (a Junior) has two periods off three days a week to assist in the laboratory of one of the local hospitals. This semester one senior girl will work afternoons in one of the local radio stations, writing continuity; two boys will have time off during the day for sports writing for the local newspaper; and about half of the boys in school, as well as many of girls, will be engaged outside of school hours in some gainful occupation of from two to three hours. Through the years, our commercial department has made the reputation of turning out first rate typists and stenographers. As a result, we have no trouble in placing any of our girls who wish to do secretarial work in excellent positions. One bank in the city, for instance, already has ten of our graduates and is asking for more from among our June graduates. A follow-up is made of at least three-fourths of our graduates.—*Aquin High School, Freeport, Illinois.*

c. We think our placement service is about like any other but perhaps no one has bothered to write anything about the procedure. We are fortunate to have a guidance man at the present time but before last year about the same thing was done by the Superintendent with the assistance of the faculty.

Pupils wishing employment fill out a form and file it in the office stating age, experience and type of work desired. People needing help call the school office and the proper pupil or several pupils are referred to the position. The administration is anxious to assist in the job placement and

schedules are arranged where possible to coordinate the studies and the job.

Most requests are referred to the guidance teacher who makes recommendations after consultation with special department teachers as commercial, shop, or home economics. We have a good many pupils that are absent from school one or two periods daily to work on steady jobs and some may arrange work half-days. We do not give credit for working now as we did a few years ago when we were on a distributive program.—*Hot Springs County High School, Thermopolis, Wyoming.*

d. The vocational placement in this high school is directed by the two business and commercial teachers, together with the high school principal. A carefully prepared list of job-opportunities within the community is kept. All senior students within the commercial and business courses are placed, during the second semester, in on-the-job-training. This training takes half of each afternoon. The employer and the committee work together in an effort to determine the weak points, as well as the strong points, of each student. In many cases the students continue, after graduation, as full time employees.

All seniors are canvassed during the second semester as to their plans after graduation. The various trades, skills and employers cooperate for one day by taking an interested student and explaining the good and bad features of the trade or skill. We have had quite satisfactory reports from this practice. Several are encouraged to enter doubtful skills and professions.—*Cherokee High School, Cherokee, Iowa.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XIII

a. Our Follow-up program is too new to have many results as yet, but we have the plan. We are working with the local high school alumni association and they will probably help finance a study of all the alumni of the school. We expect to have a survey completed by the first of May. We plan to adjust our curriculum to better meet the needs of consumer education. Apparently our Vocational Agricultural de-

Characteristic XIII of the Self-Study Guide

A planned program of follow-up studies is in progress; a plan of coordination contributes to studying post-high school adjustment; the counseling program helps to determine in-high school adjustment of pupils.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 15 schools in 10 different states)	FRE- QUENCY
Follow-up information is obtained from colleges and universities.	6
Follow-up information is obtained through the teacher's knowledge of the activities of school-leavers.	5
The scholastic record of college freshmen is sent to the former high school.	4
Questionnaires are used to secure follow-up information from school-leavers.	3
A high school representative attempts to visit colleges and universities to follow-through the educational experiences of former pupils.	2
The follow-up program was started by a thesis of a teacher.	1

partment is well adjusted to local needs. Our homemaking department is doing well also. One of the problems for us to work on is the question whether it would be advantageous to make the department Vocational under Smith-Hughes. This is one of the few schools in Kansas to offer Homemaking on the Junior High level.—*Bird City Rural High School, Bird City, Kansas.*

b. Since 98 percent of our students go on to college, our follow-up program consists largely of getting reports from the various colleges on how well our students are getting along in their school work, adjustment away from home, personal problems, etc. Some colleges send us these reports as a matter of routine. Other colleges are very cooperative in giving up these reports upon request. At the present time our senior counselors are making a special study of all these reports and will make a detailed report to the faculty and superintendent. Last year a parent committee became interested in determining how well our graduates are doing in college and the results of the college reports will be made available to this committee also.

As discussed in Item 7, our two senior counselors have the major responsibility in college counseling, college entrance and recommendations. We find this counseling program very effective. It has resulted in the large majority of our graduates being placed in the school of their choice. The choice is made after careful consideration on the part of the parents and students, on the basis of ability, aptitudes, interests, performance of basic skills, and general background.—*Ottawa Hills High School, Toledo, Ohio.*

Characteristic XIV of the Self-Study Guide

Staff has studied and developed a list of guidance practices beyond the basic elements; studies are made to determine successes and failures of the guidance and counseling program; pupil reactions to guidance services are used in an appraisalment; parents and other citizens of the community understand and cooperate with school in development of guidance services.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 13 schools in 10 different states)	FRE- QUENCY
The faculty studies the needs of the school population through individual pupil conferences and follow-up work.	4
Questionnaires sent to high school alumnae are used to obtain data to appraise the high school program.	3
Parents accept the responsibility for seeking counsel from the faculty members.	2
A designated member of the faculty with guidance responsibility has prepared and published materials.	1
Parents of high school alumnae are consulted.	1
There is a cooperative school and community program.	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XIV

a. The staff studies and groups the needs of the school population as it changes. On the basis of special drives made to develop the various qualities of good citizenship, and careful follow-up work, results are checked in conferences with individual stu-

dents, and with teachers and with parents. By the sum of these reactions is determined the success or failure of the counseling program for each pupil and adjustments are made accordingly.—*Villa Duchesne, Clayton, Missouri.*

Characteristic XV of the Self-Study Guide

Pupils discover special abilities and aptitudes through participation in varied educational activities; each pupil is counseled regularly and periodic "Check-ups" are made about his plans and characteristics; pupils are oriented to each educational step; pupils are assisted in taking the next step beyond high school; school-leavers are encouraged to return to high school for counsel.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 31 schools in 14 different states)	FRE- QUENCY
Extra-curricular activities are used to develop special abilities and talents. . .	17
Pupils are encouraged to counsel with principal and teachers.	13
School-leavers return to high school for counsel.	13
Counseling includes development of pupil's plans.	11
A co-ordinated program of testing is in operation.	5
Talks are given by representatives of different occupational classifications. . .	4
Interest and aptitude tests are used to obtain pupil information.	3
Try-out experiences assist in discovering special interests, abilities and aptitudes.	3
Counseling takes place through preparation for priesthood.	2
Exit interviews are held with every school-leaver.	1
Special recognition of holidays provides opportunity for pupils to demonstrate special abilities and interests.	1
Information of grade school teachers is used for counseling.	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XV

a. Teachers, principal, and superintendent discover in pupils, and pupils discover in themselves special abilities and aptitudes through participation in varied

educational and extracurricular activities some of which are planned by the pupils themselves, and others of which are planned jointly by the pupils and faculty members. This is supplemented by aptitude and I.Q. tests.

Each student is counseled regularly in groups and individually by all members of the faculty and the administrators as time and opportunity present themselves. The pupil's plans and his personality and character traits are discussed, and an attempt made to discover what his chosen field will demand of him, and what opportunities it offers him for advancement and happiness.

We attempt to produce the right kind of vocational climate for the individual by implementing the foregoing procedure with talks by men from the professions, and industry, and by having the pupils go on supervised trips.

We counsel a student on a choice of curriculum which will be of greatest benefit to him when he finishes high school whether he goes on to college, or enters the business of earning his own living right away, or intends to help dad on his job, especially if dad is a farmer.

We find our ex-pupils do return to us for counsel after they have left high school by graduation or otherwise, and we do all we can to encourage that rapport and faith in us. Among these ex-pupils we find many G.I.'s, and many who are in college, and they still seek our advice on their college curriculum, or job opportunities, and often times even on marriage and family problems.—*Watervliet High School, Watervliet, Michigan.*

b. Students definitely discover special abilities and aptitudes in participating in varied educational activities. Students enrolled in art classes, for example, have found that they have artistic ability. Teachers have discovered "Voices" in glee club, have drawn them out and encouraged them to go on for special training. Efficient stenographers have been produced in two years, while others have learned their ability to the extent that they decide to go on to business college. A number of our graduates have determined their major in college to be physical education because

they have discovered their ability and interest in the work in their physical education classes in high school. Others by conducting meetings, have learned their ability to address a group, to hold their attention, to "put things over," and their satisfaction has helped them in their decision to become teachers.

Students are counselled collectively every day in their religion classes and once a week during homeroom periods. Each student meets her spiritual director once a month. Sponsors or homeroom teachers will see their students individually, at least informally, once a month. At this time she makes a "check" of plans, characteristics, etc.

Students are assisted in taking the next step beyond high school. Those who are going on to college are directed to the college which will be most in keeping with the student's economic and social status. Those looking for specialized courses are assisted in contacting schools for literature, etc. Help is given in the wise choice of courses.

Most of the students who leave our school after graduation and who are going out for positions have places waiting for them. The head of our commercial department receives calls from business men wishing girls for positions. She contacts the student she feels will best fit the given position and advises her as to the manner in which she should apply for it.

Those who leave school are encouraged to return to school for counsel.

Before the graduates leave us our Superior addresses them as a class and impresses upon them the fact that their teachers have tried to be true "Mothers" to them during their school life, and that they will continue to be so after they have left. They are invited to come or call at any time that they feel their teachers can be of assistance to them in solution of difficulties, or in helping them to advance in their life work, etc.

Our graduates, the "Alumnae," come back to school in a body at least twice a year. It is not infrequent that old students drop in for advice.—*Ursuline Academy, Kirkwood, Missouri.*

PART II

EXTENDED OR POTENTIAL OPTIMUM PROGRAMS IN MEDIUM-SIZED HIGH SCHOOLS (300-499) FOR EACH OF THE FIFTEEN CHARACTERISTICS

Characteristic I of the Self-Study Guide

Studies have been made to discover the needs of pupils and the services the school should render. The entire staff participates in establishing guidance services. The parents and representatives of community agencies participate. There is general understanding and cooperation with the assigned counselors.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 10 schools in 9 different states)	FRE- QUENCY
Studies are conducted about curricular and extra-curricular needs of pupils, personal problems of pupils, follow-up of graduates and occupational information	7
Faculty members administer and interpret tests.	3
Faculty members interview pupils. . . .	2
Homeroom teachers assist in counseling. .	2
Members of civic organizations provide special counseling for pupils.	2
Career day is held annually.	2
Admission to the school is dependent on pupil background data available and interviews with pupils.	2
Parents have interviews with teachers. .	2
Homeroom teachers develop pupils' cumulative records.	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC I

- a. Four studies have been made:
 1. A school-prepared questionnaire was presented to all of the students concerning their curricular and extra-curricular needs and wishes.
 2. A questionnaire (standardized Mooney Problem Check List) was presented to the students concerning their personal problems.
 3. A questionnaire was prepared on one part of a double post card and mailed to every graduate of the classes of 1943, 1944, 1945, 1946 and 1947 concerning their reactions to the curriculum and activities of

the high school. A card is enclosed giving the information asked for in this questionnaire.

4. An occupational questionnaire was prepared in printed form and was mailed to several hundred local business and professional men and women concerning local occupational matters.

b. The entire staff participates in establishing guidance services. The staff participates through the administration of tests and studying the interpretations of them. Over two-thirds of the staff is engaged in personal interviews with the students. Two counselors interview each senior of the high school each year in addition to the counseling done by each of the eighteen homeroom teachers at pre-registration time for the next semester.

The community participates in two formal ways along with much informal guidance. The members of the three men's service clubs along with those of two of the women's service clubs provide counseling service on an individual basis for any of the students wishing information about their occupations. Many adults of the community participate in the all-high school annual career day which provides opportunity for group guidance.—*Ames Senior High School, Ames, Iowa.*

c. The New Mexico Military Institute is essentially a military school, owned and supported by the State of New Mexico. When a student is accepted for admission a fairly comprehensive application is filled out and a transcript of his previous high school record, together with as much information as it is practical to obtain from his former school as to his ability, character, seriousness of purpose, habits of study, etc. is submitted.

As soon as a fairly complete roster of new cadets can be made up, each instructor who has taught in our school for one year or longer is assigned as counselor to his proportionate number of the new boys, usually about ten or twelve boys to each man. Before school opens, I (the principal) study the records of all the new boys and map out a course of study for the coming year. Ofttimes the course is planned for all the years that the cadet will normally remain

in high school. The registrar then assigns the boys to counselors. Usually one or both parents accompany the sons to our school. Two days of the opening week are then devoted to interviews between parents, new cadets and the counselor who has in his possession at the time all the data that have been accumulated about the boy. At this interview the counselor finds out as much as possible about the boy's aims, opportunities, capabilities, health background, home influences, etc. On the third day, the boy is given a good physical examination, his eyes, heart action, weight, height, age are checked and made a matter of record. The next day he is given an intelligence test and a reading test, the results of which are available to the counselors before the boy is assigned to classes. We group our boys on basis of I.Q.'s into sections in the science classes, and find incidentally that they are thereby fairly well grouped according to ability, in their other classes or subjects. Our classes are small, rarely exceeding 20. The teacher, therefore, has an opportunity to get well acquainted with his pupils. No teacher has as many as 100, and he reports immediately to the principal and to the boy's counselor any irregularity or peculiarity that he observes, and programs are changed wherever it seems that the boy could be better served thereby.

Our boys are required to spend two hours each evening in their rooms, in study (we hope) except on Friday and Saturday evenings when we provide a picture show, or other diversions. At least once during the first two weeks of school the counselor visits the boy in his room, meets the roommate (we have two boys in each room), inquires as to homesickness, athletic and other extracurricular activities, hobbies, makes suggestions about clubs, etc.

I feel that one of the weaknesses in our set-up is our limited participation in community activities, but our boys do not come from any one community and active participation in a program is impractical.—*New Mexico Military Institute, Roswell, New Mexico.*

d. All students are given the Kuder Interest Test in sophomore year. We give aptitude tests in algebra, foreign language, geometry, shorthand and music. We give

an intelligence test in the Freshman year. Parents are asked to have private interviews with teachers regarding their children's programs, etc. Experienced men and women in different vocational fields talk to the students on "Vocations." Home Room teachers determine the student's course based on the above experiences. In the freshman year students in social science classes are (a) oriented to our school; (b) given instruction in etiquette. In the sophomore year they study personality development in English classes. In Junior English all students are required to write a composition (about 1,000 words), on the vocation indicated by the Kuder Interest test which all of them are required to take. They have access to a good file, and books on vocations. They are encouraged to visit persons experienced in the vocation of their choice.

In the senior year in English classes students study a unit on "After High School What" which includes

1. My vocation
2. Education after high school
3. How to obtain and hold a job
4. The application for a job
 - (a) Personal
 - (b) Letter of application.

Each student has access to many college, vocational school and correspondence school catalogues. Each senior is given an opportunity to have a personal interview with the guidance director to talk over future plans.—*Port Washington High School, Port Washington, Wisconsin.*

e. Over half of the staff members of Dowling High School are priests who were ordained to serve in the Des Moines Diocese. Practically all of the priest-teachers assist from time to time in parish work throughout the city. This close liaison between the faculty members and the families of the city lends itself to an understanding of the community and its needs. In addition to the Dowling Club, which is explained in my letter, we have a Ladies Guild of nearly five hundred members. At the meeting of the Mothers' Club each faculty member has an opportunity to speak to the group—to ask and answer questions. The men and women, members of these organizations, express themselves freely and much valuable

information is gained. In the spring of each year the grammar school Principals send us a list of the eighth grade boys.

During the past five or six years a study was made of the needs of the community to determine whether or not more commercial courses should be initiated. The conclusion was that the field was over-crowded and therefore we regulated our curriculum accordingly.

During the recent war we made a study of the number of graduates and former students entering the Armed Services and in particular the requirements necessary for advancement. The conclusion of this study was that we needed greater strength in certain departments and immediately we made the change.

Through our Mothers' Club we learned that a number of students contemplated entering the field of medicine—this encouraged us to add chemistry at once as one of our sciences.

The parish pastor has a census card containing all information on the student's family and background. Also, the pastor is familiar with the home conditions of each student. We are free to consult him at any time concerning this information.—*Dowling High School, Des Moines, Iowa.*

Characteristic II of the Self-Study Guide

A comprehensive cumulative record containing "minimum essential" plus additional information is maintained for each pupil during and after his stay in school.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 17 schools in 11 different states)	FRE- QUENCY
Comprehensive pupil data are available —e.g., personal background history, scholastic record, test results, school activity record, etc.	15
Counselors use cumulative record data as a basis for planned counseling. . .	3
Data about post high school experiences of school leavers are placed in cumula- tive record.	2
Data about graduates remain active after graduation.	2
Cumulative record includes personality ratings.	1

SPECIFIC EXAMPLES OF GUIDANCE
PRACTICES OR ACTIVITIES FOR
CHARACTERISTIC II

a. A comprehensive cumulative record consists of a file containing the following data for each child in our high school. (1) The date of entering high school, number of days attended for each year, times tardy for each year, and date of graduation. (2) Personality trait card containing the following items: personal appearance, dependability, honesty, cooperation, courtesy, punctuality, industry, initiative, health habits, safety habits, and work habits. The students on these personality traits are marked as high, average, or low. (3) An extra curricular activity card containing all of the school's activities with columns for each of the high school years. (4) Space for subjects taken for each of the high school years with columns concerning credits earned, final average, and results in the state board examinations. (5) Library reading record for each of the high school years which includes the number of books read with columns for fiction or non-fiction. (6) The after school record which includes space for further education, places employed, date of marriage, and date of death. (7) Space providing for the record of intelligence tests and achievement tests. (8) Ample space for additional remarks concerning outstanding achievements or mis-achievements of each child is provided.—*New Prague Public Schools, New Prague, Minnesota.*

b. Our cumulative record folder designed by ourselves, contains pertinent information regarding school achievement, health, test records, family history, educational plans, employment record, evaluation of personal assets, educational and vocational follow-up. This record starts with the student in the first grade and follows through school. We try to keep in touch with a majority of students until they are situated in their life work.—*Eagle Grove Public Schools, Eagle Grove, Iowa.*

c. In each file the following information is contained:

- 1. "My Educational Plan"—a booklet containing eight forms:
 - a. Individual Survey

- (1) Personal Information
- (2) Family Record
- (3) Health and Physical Condition
- (4) Scholastic Survey
- b. Recreational Inventory
- c. High School Activities Record
- d. Personality Rating
- e. Community Service Plan
- f. Course Outline and Class Record
- g. Vocational Survey
- h. Outlook for Vocational Plans
- i. Plan of Action
- 2. Autobiography
- 3. Anecdotal records
- 4. Results of testing material
 - a. Mental ability
 - b. Kuder Preference Interest Test
 - c. Special abilities
- 5. Small picture of student
- 6. Newspaper clippings.—*Searcy Public Schools, Searcy, Arkansas.*

Characteristic III of the Self-Study Guide

Provision is made whereby each teacher is encouraged to use the complete minimum essential information about each of his pupils.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 43 schools in 17 different states)	FRE- QUENCY
Cumulative record of pupil is made available to teacher.....	27
Certain test data about pupils are prepared for teachers.....	10
Faculty meetings may be devoted to a consideration of cumulative record data.....	9
Cumulative records of pupils are placed with homeroom teachers.....	5
Teachers receive certain information about home visitations.....	3
Follow-up data about pupils are furnished to teachers.....	2
School has published cumulative record forms.....	2
Guidance committee in the school plan use of cumulative record materials...	1
Homeroom teachers are required to make home visitations.....	1
Test results are sent to the home of the pupil.....	1

SPECIFIC EXAMPLES OF GUIDANCE
PRACTICES OR ACTIVITIES FOR
CHARACTERISTIC III

a. A complete folder is made and placed in the hands of the homeroom teacher of his students containing accumulative record, grades, testing results, teacher ratings, and activities. The homeroom teachers make use of these in building the student's program. Student teachers working with critic teachers study our records carefully about each pupil. We keep available for teacher's use copies of student psychographs by complete classes. Teachers use these for any classes.—*The University School, Indiana University, Bloomington, Indiana.*

b. 1. Following records on file outside of vault:

a. Graduates and drop-outs, 1937-1948

b. Current students, grades 7-11

c. Senior class in separate file

2. Files are located outside of Counselors' offices, in a semi-private waiting office which may be used for conferences, working with folders, etc. The office in which files are located is not open to students, and a secretary controls any traffic if necessary.

3. Dittoed sheets outlining the location, use, and handling of the files, folders and records is placed in the hands of every staff member and discussed at the opening fall meeting, with periodical reminders and staff meetings during the year.

4. Weekly meetings available for dissemination of information to the entire staff.

5. Periodical meetings with homeroom advisers.

6. Individual conferences with teachers.

7. Dittoed materials calling attention to new facts, information, etc., that affect staff. Typed or handwritten notes referring specific teachers to new information concerning individual pupils in the class.

8. Mimeo cards 4"×6" summarizing pertinent information prepared

for each student in each class filed with the teacher. (Summarized from cumulative folders)

9. Brief case study made on majority of students according to needs, available for use of teachers. (Summarized from cumulative records)

10. Copies of Iowa Educational Development Tests filed with each departmental office for use of teachers in that department.

11. Teachers are requested to forward concise comments as to observations made on individual students. (Forms are provided)

12. Case conferences on students.

13. At end of each quarter, school is dismissed in the afternoons for the week before vacation so staff meets with the Personnel Director and discusses the outstanding problems of students in each class for a basis of greater understanding and basis for further guidance work with the student.—*University High School, University of Minnesota, Minneapolis, Minnesota.*

c. Each Home Room teacher is required to make a home visit with each of his pupils before the end of the first nine weeks period of the first semester. The Home Room teacher is first furnished with a complete cumulative record to study before each call is made. We have found over a period of years that this is one of the strongest selling points of the school to the public.—*Duncan City Schools, Duncan, Oklahoma.*

d. We use the second-hour teacher as a homeroom teacher. However all teachers are urged to make use of all material available.

In addition to information we accumulate from records that we carry from 1st grade on through high school we use the following measurements program:

1. Minimum

a. New California Short-form Test of Mental Maturity

b. SRA Primary Mental Abilities

c. Progressive Achievement Test—Ties and Clark

d. Kuder Preference Record

- e. The Adjustment Inventory—Bell
- f. Physical Test—eye, ears, etc.
2. Special for Remedial Purpose
 - a. SRA Reading Record
 - b. SRA Mental Abilities Non-Verbal
 - c. Woody-McCall Mixed Fundamentals
3. Vocational Guidance and Placement
 - a. Revised Minnesota Paper Form Board Test
 - b. Test of Mechanical Comprehension—Bennett
 - c. Minnesota Clerical Test

Results of the above tests are kept in individual student folders and are available to teachers. Information relative to I.Q. is kept in code form and is interpreted as needed.

Students having particular difficulty in any field are given appropriate special test and remedial work recommended.—*Ada High School, Ada, Oklahoma.*

Characteristic IV of the Self-Study Guide

Person in charge considers guidance a vital part of the school program. He is well prepared in psychology, mental hygiene and character education. He has a thorough and sympathetic understanding of and ability to work with adolescents. He knows working conditions, requirements, opportunities and training for various occupations. He has skill in use and interpretation of tests. He has made an extensive study of guidance as a factor in the educational program.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 30 schools in 11 different states)	FRE- QUENCY
Members of the faculty responsible for the guidance program have had special guidance courses.....	19
Members of the faculty with special counseling responsibilities have had work experience other than in education.....	7
Counselor study occupational information in the community.....	4
Counselors work closely with helping pupils to make educational and vocational plans.....	4
Counselors have had experience in community groups.....	2

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC IV

a. Person in charge considers guidance a vital part of the school program. He is well prepared in psychology, mental hygiene, and character education. He has a thorough and sympathetic understanding of and ability to work with adolescents. He knows working conditions, requirements, opportunities, and training for various occupations. He has skill in use and interpretation of tests. He has made an extensive study of guidance as a factor in the educational program.

The principal, who has had training in philosophy, theology, and psychology, has been in the school for the past twenty years and knows thoroughly the working conditions of the locality and its opportunities.

The vice principal and four guidance counselors have had special courses in psychology, mental hygiene, character education, and guidance.—*St. Mary High School, Menasha, Wisconsin.*

b. Person in charge has had considerable experience outside of the school room as salesman, foreman, accountant, and in school work has made out the Every Pupil State Tests for four years in addition to serving as a test operator in the U. S. armed forces.—*North College Hill Public Schools, Cincinnati, Ohio.*

c. Our people in charge have training in psychology, mental hygiene, guidance, some of which came after they discovered the challenge which guidance offered. They have worked in various lines of work and both have had work experience in employment and personnel service. They are constantly calling on business and professional men, through the local service clubs, for group discussion and pupil interview. Some tests are required and some voluntary. In most cases the student is given an analysis and an opportunity to ask questions.—*Senior High School, Bowling Green, Ohio.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC V

a. A group-study guidance outline was constructed by committees made up of all of the high school teachers in our

Characteristic V of the Self-Study Guide

School has a carefully planned program of guidance. All staff members are used to the extent of their ability and each knows his place in the whole plan. Full-time counselors are provided in ratio 1:500 pupils. Adequate consultation service is available for assistance in dealing with special problems.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 13 schools in 8 different states)	FRE- QUENCY
Teachers are viewed as counselors. . . .	4
Faculty committees working cooperatively plan for guidance program. . .	2
Manuals and/or handbooks are used for special group counseling	2
Library has professional materials available to the faculty.	1
Audio-visual materials on occupations are used regularly	1
Assembly programs are geared to help achieve the aims of the guidance program.	1
Faculty meetings are held on guidance. .	1
Full-time counselor is assigned to position—ratio 1:500.	1

county. A full time guidance director for our schools of over 400 pupils and a half-time counselor for the smaller schools serves as a committee for its constant revision. All teachers are assigned to a special division of our group guidance curriculum and go from section to section to lead guidance discussions. Each homeroom teacher also acts as the personal counselor for her homeroom pupils.—*Rivesville High School, Rivesville, West Virginia.*

b. One man specifically assigned as counselor for each year in high school; freshman, junior, and senior counselors have fourteen periods a week of teaching, sophomore counselor has only seven; the remainder of their time is spent in counseling.

One man teaches guidance twice a week to each of the two senior groups. This course covers the following (not exhaustive): a testing program including the Kuder Preference Chart, or its equivalent; guest speakers from the various professions; how to study, etc. They have various catalogs at their disposal which give information on various schools of higher learning;

library instruction is a very definite part of the program and later we shall give the American Council Psychological examination as a help toward determining their abilities for a field they may choose to follow.

These five men are specifically charged with counseling and guidance, though all the staff are made to feel that this is a definite part of their teaching. The four men mentioned as class counselors have the privilege of calling a student out of class at any time for a conference. Naturally the length of the conferences varies but each counselor has a private interview with each student at least once each semester.

I make a great deal of our classes in religion as a guidance help since there we try to direct their moral life. Moreover, each year we have a three day retreat in which we call in a man from some other school to give four talks a day, for three days, to help the boys to orientate themselves and their relations to their neighbor, themselves, and their Creator.

As each report card comes out we give copies of the grades to the counselor for that year; he can compare them with the past and if there is notable falling in grades he can make it a point to call in the student and talk over the situation with him.

We use a rather lengthy form which we ask the students to fill out. These are given to the counselor without even the Principal going through them for the information that they might give. Frequently the information given here is the starting point for a conference.

When a student has a problem he has several persons with whom he may discuss it; either his class counselor, or the man who teaches the vocational guidance class in senior year, or any member of the staff. I believe this gives the student a wide range of choice so that he can choose the man he feels confidence in—this is a very important factor in guidance work.

Eligibility for athletic teams is used as a guidance technique since the principal always has a conference with those who become ineligible. Our eligibility is determined by each report card as it comes out. I know that this is effective in helping the boys to make a sincere effort in their studies since sometimes there is a definite diffi-

culty in the way of their study and with help it can be removed.

Conferences with the parents when they attend the meetings of the Fathers' and Mothers' Clubs are also a definite help in guidance. At other times either the parents request that they may come out (and they are encouraged to do so) or else the faculty member may ask them to come to the school to talk over the situation.

The possibility of weekly confession is had for all the students during the regular school day, during prolonged periods so that the subject matter does not suffer. I feel that such a catharsis is a definite help for any student both in his attitude to study and to life in general and goes a far way toward making him happy and contented.

I also consider the entrance examinations a help in guidance for we usually try to put students in sections where they will not at any time feel inferior.—*Regis High School, Denver, Colorado.*

Characteristic VI of the Self-Study Guide

There is a well planned in-service training program. Faculty meetings, discussion groups, and individual conferences are devoted to this topic. Adequate reading materials are put in the hands of the staff. Summer school courses in guidance are strongly recommended.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 17 schools in 8 different state)	FRE- QUENCY
Faculty meetings are devoted to a consideration of the guidance program. . .	9
Professional guidance materials are available to counselors and/or teachers.	8
Faculty members take courses in guidance through extension or summer courses.	6
College professors hold in-service training sessions for the faculty.	3
Guidance materials have been published.	1
Audio-visual materials are used for in-service training.	1
Faculty member has held responsible professional committee assignments related to guidance programs.	1
Principal confers with individual teachers.	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC VI

a. There is a well-planned in-service training program. Faculty meetings, discussion groups, and individual conferences are devoted to this topic. Adequate reading materials are put in the hands of the staff. Summer courses in guidance are strongly recommended.

Faculty meetings are held at regular intervals, and special meetings, as the need arises. Members of the personnel department of the various industries of the city often attend these meetings to discuss the opportunities for employment in their specific organizations.

Every summer staff members attend summer school to acquaint themselves with the newest developments and trends in their particular fields.—*St. Mary High School, Menasha, Wisconsin.*

b. Each semester we try to sponsor some type of course from the State University for the benefit of our teachers. Such a course is voluntary and a part of the expense is borne by the Board of Education. We also charge each teacher in the system a fee of fifty cents per semester for books for the teachers' library. This circulates more and better material for our teachers to read.—*Duncan City Schools, Duncan, Oklahoma.*

c. One teachers' meeting each month is devoted to guidance detail work. Each classroom teacher brings to the meeting a list of children who she thinks need help of any kind. She has a talk with the homeroom teacher of each of these children and gives and receives information. The visiting teacher is present at these meetings and if the homeroom teacher needs more information concerning the home of the child she gives that information or makes a visit if the child is not in her files and then gives it to the homeroom teacher. These meetings are completely informal and terribly noisy since twelve conversations are always going on at once. They last from thirty minutes to an hour and a half. (We have only twenty-four teachers in our building and I doubt if such a plan would work in a school very much larger.)

Of our eight formal teachers' meetings of

the year three are devoted to guidance-topics. The subjects are: OUR RURAL STUDENTS, THE HOMES THEY COME FROM, and HIGH SCHOOL COURTSHIPS. The teacher in charge of each of these meetings talks for about fifteen minutes outlining her ideas on the subject; she then acts as chairman for a general discussion in which everyone takes part. These meetings are scheduled to last only thirty minutes and anyone may leave at the end of that time but it is always more than an hour before the discussion ceases.

The Pauls Valley Teachers' Association, made up of all of the teachers in the system (56), devotes three of its nine meetings per year to subjects concerning guidance. For these meetings we use authorities from the State University and the state mental health association as speakers. We try always to arrange for a question period after the speech. Dr. John Rogers, President of the Oklahoma Mental Health Association was the speaker for our January, 1949, meeting.

Magazine articles and books on guidance are passed on to faculty members from the superintendent and principal. These materials are kept in the offices to be used by all teachers at any time.

Our emphasis on teachers' taking guidance courses in summer school has resulted in one of our faculty members doing considerable work in that field and we have reason to believe that more and more teachers will take special school courses as our program continues.

We use National Forum materials for group guidance work in our daily home-room periods.—*Pauls Valley Junior-Senior High School, Pauls Valley, Oklahoma.*

d. The counselor has had the opportunity of talking before both high school and elementary faculty members. Concerning reading material of a professional nature in the guidance work, it has been stated by the State Director of the Occupational Information and Guidance Services of the State Department of Education that we have one of the best professional libraries in the state. The classroom teachers use this material as needed. Summer school courses in guidance are taken not only by the counselor but by other faculty mem-

bers as well.—*Searcy Public Schools, Searcy, Arkansas.*

e. This school has a printed guidance program for each grade. Teachers receive regular bulletins on in-service training in guidance. Half of the faculty meetings are devoted to guidance and allied subjects. Our Library has a special section of guidance material.—*Norwalk High School, Norwalk, Ohio.*

Characteristic VII of the Self-Study Guide

A carefully planned program of counseling has been developed after ample staff participation. Competent counselors have been assigned. Time, facilities, and materials are provided. A planned testing program adds to cumulative data about pupils. Counselors have time to work with teachers, parents, and community agencies. Community resources are used. All teachers feel a responsibility for helping pupils.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 13 schools in 8 different states)	FRE- QUENCY
Each pupil is interviewed each year about his plans by counselor.....	6
A coordinated testing program is in operation.....	4
Cumulative record of pupil is used in counseling each pupil.....	3
Community agencies are used in counseling program.....	3
Counselors counsel with teachers.....	2
Teachers help counselors to determine pupils who need special counseling...	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC VII

a. The parents of pupils who attend White Bear High School at White Bear Lake, Minnesota, receive profiles of their son's or daughter's results on the Iowa tests of Educational Development and other tests results with an interpretation. Samples of the communications sent to the homes are quoted herewith:

TO PARENTS

Dear Parents:

The *Iowa Educational Development Test* required $7\frac{1}{2}$ hours of writing time spread

over three days. It is corrected by electrical machine and the results determined by the University of Iowa.

The value of the test enables the teacher to consider individual differences among the students in class work and enables the counselor to consider this information along with mental ability and measured interests to aid in choosing the most suitable course of study while in high school as well as to help plan for a future occupation in each case.

Three measures are important in the study of your child's profile:

1) The over-all pattern *in ink* of the profile itself—its ups and downs—its strong points and weaker ones. The stronger ones are your child's aptitudes. This knowledge is important so that stress in school work and course planning can be made in the proper places.

2) His profile (in ink) compared with his White Bear 9th grade class average which is shown in red. The more a given score rises above the class average (red line) the more aptitude your child has in a particular field. For example, his math score may not be his highest score (highest peak) but may nevertheless represent his best performance since it rose above the class average in math more than any other score rose above its class average. If the ink line showing your child's performance falls *below* the red line then the *less* the distance between a given score and class average the more the aptitude.

3) His over-all pattern (in ink) compared to the national averages which are shown by the printed dotted line or broken line. All students in White Bear High School will excel a higher percent of students on the national averages than they are able to excel in White Bear High School since the competition here is more keen than in the national sampling. National averages are shown by the printed broken lines. If, for example, a score falls above the broken line marked with a 75 in the circle then that score is higher than 75% of the ninth graders of the country who took the test.

The last important item to notice is the score made on the test as a whole which is called "composite score" on the profile.

No matter where the profile falls whether

above or below the class average, just as much importance is given to the high and low points since the peaks show aptitudes. Some students will fall below the class average (red line) because their aptitudes are entirely different and separate from that of scholastic achievement. Mechanical aptitude, for example, is not being measured by this test and a given student may possess this aptitude. Nevertheless a high school diploma is important to him and so we desire that he earn a diploma. We ask only that the student do his best in our school. There will be other tests given your child, even one in mechanical aptitude, and he will be informed of the test results since they are primarily for his benefit.

Since the test scores have been reduced to 30 *standard scores*—each score represents thousands of ninth graders who reached this point so that when White Bear High School reaches the 63rd percentile on the composite score, it did so by excelling 89% of the schools of the country, of the profile *for schools*. *Student Counselor*.

TO PUPILS

Name _____ Class _____

OTIS MENTAL TEST RESULTS.

This test shows that in White Bear High School competition you should earn an average grade of _____ or HIGHER; never a lower grade than the one indicated. If you do earn a lower grade than the one recorded above, you are underachieving and someone with less ability worked harder and traded grades with you. Your grade recorded above was given to someone else if not to you.

KUDER INTEREST TEST RESULTS

<i>Name of Occupational Field</i>	<i>PR</i>
1st Choice _____	_____
2nd Choice _____	_____
3rd Choice _____	_____

1. A PR (percentile rank) of 90 in this test means that your interest is more intense in that particular field than 90% of the population, a PR of 75 means a stronger interest than 75% of the population.

2. An interest should reach the 75th percentile to be important.

3. The PR on this test indicates interest

only—not ability. Ability will result from *training* in the field.

4. You should prepare for an occupation that follows one of the interests above, preferably the first choice.

5. You should plan to train in _____ for your future occupation as evidenced by results of other tests in our files.

6. A list of occupations that illustrate the various occupational fields in your three choices accompanies this report. It is a partial list only, but it will give you an idea of the types of work indicated by your choices.

7. Feel free to come to the counselor's office to discuss your future plans and to obtain information on the ratings of colleges and the courses within the colleges, or any other information pertaining to your future occupation. Obtain a counselor's permit from your study hall teacher to leave the study hall to visit the counselor's office or come after school hours.

WITHIN THE SCHOOL

RECORD OF IOWA EDUCATIONAL DEVELOPMENT TEST (Three day test)

PR on Tests 1 _____ 2 _____ 3 _____
 4 _____ 5 _____ 6 _____ 7 _____
 8 _____ 9 _____ Tests 1 through 8
 (Composite score) _____

Name of Tests—1. Social Studies Background. 2 Natural Science Background. 3. Correctness in Writing (Grammar). 4. Quantitative Thinking (Math). 5. Ability to Read Social Studies. 6. Ability to Read Natural Sciences. 7. Ability to Read Literature. 8. General Vocabulary. 9. Uses of Sources of Information.

Definition of PR.—A student's PR shows the percent of students in the same classification (sophomore, junior, etc.) that earned a lower score than he did. A PR of 75 means that a student surpassed 75% of his classmates in the test and 25% surpassed him.—*White Bear High School, White Bear Lake, Minnesota.*

A copy of a form used by the White Bear School at White Bear Lake, Minnesota is quoted herewith.

FROM TEACHER TO COUNSELOR

This pupil needs attention of guidance office

Name of pupil _____

Date _____

Grade _____

(Please check the items in which you think this pupil needs special attention)

1. Health _____

2. Home situation _____

3. Emotional adjustment _____

4. Personality _____

5. Social adjustment _____

6. Improvement of conduct _____

7. Educational plans _____

8. Program adjustment _____

9. Study habits _____

10. Financial aid _____

11. Interest test _____

12. Other test-name _____

13. Miscellaneous _____

Anecdotal remarks _____

Name of teacher _____

—*White Bear High School, White Bear Lake, Minnesota.*

b. Students, on entering our school, are assigned to an adviser for their three years with us. These advisers work with them on their general problems and on their election of courses. Each adviser has about fifteen students. Then we have a boys and girls counselor who counsel on problems or difficulties arising. They act also as a final check on schedules, have supervision of the testing program, etc.

Testing program includes intelligence, aptitude, etc. plus tests in various fields of interest. Counselors have abbreviated schedules, freedom from study hall assignments, and less activities.

The work also includes questionnaires from follow-up after graduation. On this work clerical assistance is given.—*Senior High School, Bowling Green, Ohio.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC VIII

a. This item may have been checked without sufficient forethought at the time the questionnaire was completed. There are no doubt exceptions in our school insofar as individual teachers are concerned, even

Characteristic VIII of the Self-Study Guide

Classroom teachers consistently plan instruction to make classroom work contribute maximally to the counseling and guidance program.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 15 schools in 11 different states)	FRE- QUENCY
Classroom teachers assist in the counseling process	6
Classroom teachers present through their daily teaching occupational information	5
Classroom teachers use persons in the community to assist in providing occupational information	4
Classroom teachers study autobiographies of pupils	2
Curricular adjustment is in terms of meeting the needs of homogeneous groups	2
Classroom teachers use audio-visual materials to assist pupils with occupational planning	2
Posters and bulletins are used	1
Work experience program is available to certain pupils	1
Pupils assist in making occupational surveys	1

more so applicable when the word "consistently" is applied. The instruction in our vocational classes is directly related to the vocational portion of our over-all program. Work experience is provided for our senior stenography students who are employed for twenty hours downtown in the spring on a non-payment basis. The plan has worked out to the satisfaction of employer, student and instructor. Vocations are discussed in classes; themes are written on vocational topics of interest to students; teachers refer students constantly to the library for vocational materials; vocational talks are held in conjunction with classes; students make visits to industrial concerns as part of their classwork. One of our business classes is conducting a lengthy house-to-house survey which should prove of value not only for the experience provided but for the information obtained. Six weeks are spent on vocational study in this class. Vocational, achievement, and aptitude tests are administered and results made available to

teachers for classroom use.—*Senior High School, Windom, Minnesota.*

b. I believe that the classroom teachers consistently keep in mind the welfare of the students both mental, moral and economic in presenting instruction of subject matter. Many teachers to an unusual degree give personal interviews to direct the thinking of students toward future development either as upperclassmen or as college and technical school students. Some of the teachers have shown films dealing with students' aptitudes for different vocations. Such films are *Finding Your Life's Work* and *Choosing Your Vocation*.—*Ardmore Senior High School, Ardmore, Oklahoma.*

Characteristic IX of the Self-Study Guide

In addition to "3" teachers have assigned responsibility for critical study of the community and of pupil needs as a basis for continuous curriculum change.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 10 schools in 6 different states)	FRE- QUENCY
Teacher committees help to determine the school's philosophy, pupils' needs and services of community agencies . .	4
Each teacher is designated to work as an individual and with faculty groups in the study of curriculum needs . . .	2
Teachers are assigned to work with people in the community through visitations	1

SPECIFIC EXAMPLES OF GUIDANCE
PRACTICES OR ACTIVITIES FOR
CHARACTERISTIC IX

a. The Council Staff of the school made a personal contact call with our students through class groups as well as our Civic and Study Clubs (many of whom are made up of former students) to see what things in our school meant the most to them, as well as what courses or subjects that did the least for them. To our surprise they felt that we should require more of the tool subjects or a greater concentration upon Mathematics, English, History and the Sciences, and not permit students to enroll in too many vocational subjects. This type

of study is going on again this year and is bringing many results in curriculum revision as well as a better understanding between schools and the community.—*Duncan City Schools, Duncan, Oklahoma.*

b. We have curriculum work in progress at all times. Depending upon the problems dealt with, the community and pupil needs are considered. The questionnaire to graduates is studied in connection with curricular changes. Curricular studies are not confined to Senior High School—they involve committees from the entire city system or from the Junior and Senior High Schools as the need dictates.—*Senior High School, Bowling Green, Ohio.*

Characteristic X of the Self-Study Guide

Parents, employers and other citizens understand how community resources are used in the guidance and counseling program; special educational and vocational conferences are carried on through assistance of citizens in the community; community occupational surveys are made; work experience opportunities are adapted to needs of boys and girls; follow-up surveys are made to determine what happens to former high school pupils; community employers cooperate with the school in placement of boys and girls; counseling services are available to out-of-school youth.

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC X

a. Any boy or girl who can show he has a part time job can have his schedule of classes so arranged to permit his employment.

A follow-up program of graduates of the previous year was made and plans are under way now for a study of graduates of earlier dates, also a possible follow-up on drop outs.

Local service clubs joined in a business-school day with junior and senior boys. After dinner, each boy spent the afternoon with a businessman in the field of his interest.

Our testing and counseling service is available to all members of the community, in school and out-of-school.

Explanation of the school guidance program and its possible use to the community was given at each of the service clubs by some member of the faculty.—*Eaton Rapids Public Schools, Eaton Rapids, Michigan.*

b. Our "trades" instructor in cooperation with the Employment Service has set up community occupational surveys. Our community employers cooperate by filling out questionnaires in regard to the pupils who work for them. Citizens in the community who are specialists in their respective fields talk to the student body. We keep a record for five years, of what happens to our high school graduates. Our visual aids instructor keeps the public informed through illustrated lectures to the various community clubs.—*Sidney City Schools, Sidney, Nebraska.*

c. Every member of the Dowling Club receives a subscription to the school paper. Each year the members of the graduating class are given an honorary membership in the Dowling Club. Each year alumni write back to the editor, telling him where they are and what they are doing and he in turn prints this information in the school paper. In this way, we keep in contact with our former students.—*Dowling High School, Des Moines, Iowa.*

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 11 schools in 7 different states)	FRE- QUENCY
Occupational information is presented by representatives of community groups.....	5
Follow-up study data are used as occu- pational information.....	4
Newspaper clippings, pictures, radio, public address system and/or letters of former pupils are used as follow-up data.....	4
Follow-up procedure includes adding supplemental data about former pupils to cumulative record.....	3
Testing and counseling service is avail- able to both in-school and out-of- school individuals.....	1
Special educational and vocational con- ferences are held.....	1
Principal meets with school board to dis- cuss needs of school.....	1

Characteristic XI of the Self-Study Guide

Parents and all staff members participate in "pre-orientation" program of "receiving" school; community resources are used in helping pupils to adjust to activities beyond high school; high school has a planned program for visitation of, and counseling by college and university representatives; scholarships are awarded on the basis of objective evidence and a planned program of committee study.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 12 schools in 8 different states)	FRE- QUENCY
College and university representatives hold conferences with high school pupils.....	6
Special group meetings of pupils new to the school are a part of the orientation program.....	4
Pupils are assisted in educational and vocational planning through counseling.....	3
Scholarships are awarded on objective and subjective basis.....	3
Meetings between teachers and parents are held to study problems of pupils..	3
High school handbook for pupils is used in orientation program.....	1
Homeroom teachers have a curriculum handbook available for pupils to use.	1
Parents of eighth graders meet with faculty in order to help pupils plan for high school.....	1
Sending school provides pupil data to receiving school.....	1
Receiving school has visiting day for prospective new enrollees.....	1
Parents as well as pupils are given the opportunity to counsel by college and university representatives.....	1
Career Day is held once a year.....	1

SPECIFIC EXAMPLES OF GUIDANCE
PRACTICES OR ACTIVITIES FOR
CHARACTERISTIC XI

- a. 1. Two planned meetings during the year for parents and teachers where the various problems of students may be studied.
- 2. Invitation is given to parents of the students to visit the schools at any time they desire.
- 3. A special meeting is offered to the eighth grade parents where they may meet and talk with the teach-

ers and assist in planning the eighth grader's schedule in high school.

- 4. Community resources
 - (a) The Huddle—recreation center.
 - (b) Bicycle Club.
 - (c) Conservation Club.

5. College and University representatives are permitted to schedule meetings in advance and all interested students are excused from classes to interview them.—*Batavia Public Schools, Batavia, Illinois.*

- b. 1. All students are received by application.
- 2. The sending school sends records of the child and has option of having a faculty member or students from the receiving school come to the sending school to answer questions.
- 3. The receiving school plans for students to see the school on an orientation day, the plans of which are worked out by the student council.
- 4. After this orientation day students come in at a later date to make elections for the coming school year. Parents are urged to attend these meetings.
- 5. When students enter school in the Fall provision is made for a "Get Acquainted" party. Each new student is a guest of a student who has been in the school.
- 6. Any student who has attended the high school may call upon it for aid in college or job placement.
- 7. Visitation days are arranged for college representatives. In this case the local campus facilities are used heavily for counseling services.
- 8. On college freshman days the advisors visit colleges in Michigan where former students are in attendance.
- 9. A planned scholarship program has been worked out. Individual conferences are carried on not only with seniors but underclass-

men who are potential scholarship material. Development of the individual is sought not only in academic, but social areas. Attempts are then made to place those individuals who have scholastic and personality requirements and have financial need.

10. Parents are kept in close working relationship with the school. Case clinics are held where the parent talks with all of his child's teachers. These clinics are requested sometimes by the school, sometimes by the parent.

All in all, the total philosophy of the guidance work has been built around the principles of human growth and development.—*Western State High School, Kalamazoo, Michigan.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XII

a. The principal is responsible for placement service. He is in close contact with business and industry personally and through the Area Co-ordinator who serves as contact man between the school and local business and industry. Personnel needs are passed on to the principal and in many cases to the coordinator. Referrals are made to the various personnel managers, after the applicant has been interviewed by the coordinator and principal. Applicants are often chosen upon recommendation of department heads and advisors. Whenever necessary, school schedules are changed to meet employment needs. In a few cases, courses which conflict with employment schedules are given through correspondence. Parents are always contacted before a student is interviewed relative to employment. A definite follow-up program follows, monthly reports are submitted by the employer, and students are interviewed after the 1st week of employment.—*Algonac Public School, Algonac, Michigan.*

- b. 1. A distributive education coordinator and the principal clear all applications for employment.
2. The student, his parents and the employer sign a permit for work during school hours.

Characteristic XII of the Self-Study Guide

Principal or designated staff member is responsible for placement service; a coordinated plan of referral for employment is in operation; employment needs are disseminated to pupils and staff; school schedules of pupils are adjusted to meet employment needs; parents are consulted concerning part-time employment of sons and daughters; some follow-up takes place.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 20 schools in 10 different states)	FRE- QUENCY
Necessary adjustments in school schedules of pupil are made for part-time employment.	9
Principal is responsible for the placement service.	8
Pupils in part-time employment are supervised closely by the school. . . .	3
Coordinator is responsible for assisting pupils in obtaining employment and supervising pupils in part-time employment.	3
School cooperates with placement services in community.	2
Employment office contains follow-up records.	2
Occupational information provided pupils through class instruction, assemblies, conferences and/or clinics. .	2
Designated faculty members are in charge of placement service.	1
Bulletin board and mimeographed bulletins are used to help pupils with information about employment.	1

3. Class schedules are adjusted to permit students to come to school at later periods and to leave earlier than regular students.
4. The distributors education committee consisting of three business men, two students and the coordinator discuss mutual problems.
5. All faculty members are glad to assist students in adjustment of schedules, recommendations to employers and assistance in any other way.—*Yankton High School, Yankton, South Dakota.*
- c. Job Placement Service is conducted in Watertown Senior High School primarily by two individuals. One of the commercial teachers is in charge of placement for office

jobs. All the advanced students take their work from her, and she is thus in a good position to know their capacity. Any requests for employment which come to us concerning office work are referred to her. Since we have no business college in this community of approximately thirteen thousand people, the high school must offer the necessary business training to meet requirements in downtown offices. Considerable work is done by this staff member, which also includes placement of students previously graduated from this high school.

For non-office jobs, placement is taken care of by our Supervisor of Distributive Education who also places people in trades and industries which are non-distributive in character. The nature of his duties is such that he is in close contact with various business establishments downtown and thus in a good position to assist in this matter.

Employment needs are given to pupils and staff by means of announcements on the official school bulletin board and in the

mimeographed bulletins which are sent out from the office. Follow-up during the summer is made possible by the fact that every year any student who is interested in work for the summer fills in an employment registration card. A copy of this card is enclosed. This card gives the school a check on employment during the school year as well as a working list for referrals during the summer.

School schedules with pupils are adjusted to meet employment needs in several ways. For one thing, students may start school at either 8:00 or 8:40. Students who begin school at 8:00 are dismissed at 3:08, and thus, have considerable time to work in the afternoon until business houses close. Other students stay until 3:50. In some instances, the classes of the pupils are scheduled to give them even a longer period in which to work if necessary. The consent of parents for employment is obtained by the student employment permits, a copy of which is enclosed.

STUDENT EMPLOYMENT PERMIT

Name _____ Age _____
 Address _____ Telephone _____
 Where employed _____
 Permanent or Temporary _____
 How long _____
 Time of day needed _____

The above employment will be approved by the High School subject to the signature of the parents and the employer with the understanding that such approval will be withdrawn when school work becomes unsatisfactory.

Student's Signature _____ Parent's Signature _____

Employer's Signature _____

Name _____ Grade _____
 Address _____ Telephone _____

1. Do you work outside of school hours _____
2. For whom _____
3. Time of day _____
4. Permanent or temporary _____
5. Number hours on Saturdays _____
6. If your answer to 1 is no, would you like to work _____
7. What time of day _____
8. Type of work preferred, i.e.—office, clerical, mechanical, care of children, farm, etc.
 First choice _____
 Second choice _____
9. State number of credits you will have by end of this year in: Typing _____; Short-hand _____; Bookkeeping _____.

—Watertown Senior High School, Watertown, South Dakota.

d. We have a full time Diversified Occupations Coordinator and a one-half time Distributive Education Coordinator. These people also assist in the placement of other high school students not regularly enrolled in these vocational courses.

Assemblies, guidance clinics and other programs are offered to promote thinking along the line of vocational selection.

When students are placed on part-time jobs their schedules, where possible and practicable, are adjusted to fit the work schedule. Work permits are agreed upon and signed by parents and all student employment is under supervision of coordinators and the high school principal.

Business men are contacted through service organizations and the employment of high school students is urged.

The D. O. Coordinator keeps up with the jobs that are available and with students that are willing to work.

During the Christmas season we cooperate with the merchants for extra help by permitting students to work the week before Christmas.

Attached you will find our special Christ-

mas work permit. For the past two years we have co-sponsored with the Chamber of Commerce a special sales course for adults and students who expect to work during the Christmas season.—*Ada High School, Ada, Oklahoma.*

Characteristic XIII of the Self-Study Guide

A planned program of follow-up studies is in progress; a plan of coordination contributes to studying post-high school adjustment; the counseling program helps to determine in-high school adjustment of pupils.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 13 schools in 9 different states)	FRE- QUENCY
Questionnaire is used to secure follow-up information.....	3
Employment of school-leavers provides follow-up data.....	3
Progress of former graduates who attend colleges is appraised.....	2
Evening classes assist in post high school adjustment.....	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XIII

a. The "Post-School Inventory" used by the Boonville High School at Boonville, Missouri in its follow-up program, is reproduced below.

POST-SCHOOL INVENTORY

Name Mr. _____
Mrs. _____
(Print in capitals)

Miss _____
*Married Girls _____
(Write maiden name here)

Present Address _____
(Street and Number)

City _____ State _____
Phone _____ Date _____
(If no phone, write "none") (Date this is filled in)

DIRECTIONS: Please answer the following questions carefully. Most of the questions can be answered by placing a check "X" in the appropriate square. On some the answers will have to be written. These questions can be answered in one or two words or a few short sentences. Please write plainly.

ALL REPLIES WILL BE TREATED AS STRICTLY CONFIDENTIAL.

1. What is your present employment status?

(Check "X" one)

1 () Employed full-time (30 or more hours per week)

2 () Employed part-time (less than 30 hours per week)

3 () Doing housework at home, not otherwise employed, and not seeking outside employment.

4 () Unemployed, and not seeking work.

5 () Unemployed, and seeking work.

6 () Going to school full time.

7 () Taking compulsory military training.

8 () Serving a regular enlistment in the Navy, Army, Marines, or other armed forces of the U. S.

9 () Other (Explain) _____

2. In what employment or placement agencies are you now registered, if any?

(If not registered in any agency now, write "NONE.")

(1) Name _____
Address _____

(2) Name _____
Address _____

3. How many months of fulltime schooling have you had since you left school?

4. At what schools or colleges have you studied or taken training since you left high school, if any?

NOTE: If you have taken any training since you left high school, fill in the following information for each school from which you took work. Be sure to indicate any training you are taking at the present time. If you have not had any training since leaving high school, cross out the table below and go to Item 5.

Name and address of school	Name of course taken	Date attended	Type of attendance Check "X" one	Reason for leaving
First school attended		From: To:	1 () Full-time 2 () Part-time 3 () By mail	
Second school attended		From: To:	1 () Full-time 2 () Part-time 3 () By mail	

5. What regular jobs have you held since you left high school, including your present job, if any?

NOTE: Fill in the following information for each regular job you have held since you left high school. Be as complete as possible.

Name and address of employer	Kind of business	Name of job or kind of work	Dates	Reason for leaving
Example: Clover Stores Co. 333 Main St. Stockton, Kansas	Retail grocery	Sales clerk	From: Mar. 1938 To: Jan. 1940	Offered better job
First Job:			From: To:	

Name and address of employer	Kind of business	Name of job or kind of work	Date	Reason for leaving
Second Job:			From: To:	
Third Job:			From: To:	
Fourth Job:			From: To:	
Fifth Job:			From: To:	

NOTE: Continue on the back of this form if more space is needed.—*Boonville High School, Boonville, Missouri.*

Characteristic XIV of the Self-Study Guide

Staff has studied and developed a list of guidance practices beyond the basic elements; studies are made to determine successes and failures of the guidance and counseling program; pupil reactions to guidance services are used in an appraisalment; parents and other citizens of the community understand and cooperate with school in development of guidance services.

with administration and faculty and to make suggestions for improvement of the program.—*Eagle Grove Public Schools, Eagle Grove, Iowa.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XV

a. A special course in occupations is given to all freshmen. All seniors and freshmen are interviewed at least once relative to interests and aptitudes. All special cases are referred to the principal for additional follow-up. It is the policy of this school to give the student every opportunity possible to take part in a variety of educational experiences. Students take charge of assembly programs, serve as announcers, movie operators, and sound equipment operators. Our homerooms provide opportunity for leading discussions, conducting a meeting, keeping records, writing business letters, etc.

a. We are studying guidance through our professional faculty group. Guidance experts are invited to go over our program

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 4 schools in 4 different states)

Guidance services rendered pupils, parents and community are kept on file and studied.....	I
Guidance experts study practices and activities with faculty.....	I

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XIV

a. We are studying guidance through our professional faculty group. Guidance experts are invited to go over our program

New students from district schools go through an orientation program consisting of the following:

Characteristic XV of the Self-Study Guide

Pupils discover special abilities and aptitudes through participation in varied educational activities; each pupil is counseled regularly and periodic "check-ups" are made about his plans and characteristics; pupils are oriented to each educational step; pupils are assisted in taking the next step beyond high school; school-leavers are encouraged to return to high school for counsel.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 15 schools in 8 different states)	FRE- QUENCY
Pupils discover special abilities and capacities through participation in varied educational activities.	7
A planned counseling program for each pupil is provided.	4
Special orientation program for pupils new to the high school is in operation.	3
Test data are used in counseling pupils.	3
Counseling of school-leavers is dependent on their requests.	2
Course in occupations is provided the freshmen.	2
Counseling of individual pupils is based on individual need.	1
Try-out courses assist pupils in making their occupational plans.	1
Certain days are set aside for visits of school-leavers.	1
Pupils failing in subjects are counseled regularly.	1
Seniors are presented pamphlet on occupational information.	1

- Visits to our school during the spring session prior to entry.
- Special reception and luncheon given by student council.
- Tour of buildings.
- Visit with teachers.
- Visit with principal in a group and individually.

Members of last two graduating classes hold reunion. At this time, especially, graduates are encouraged to return to high school for visits and counsel. Graduates also attend our monthly All-Hi parties. 50 to 75 graduates visit our school during the year.—*Algonac Public School, Algonac, Michigan.*

PART III

EXTENDED OR POTENTIAL OPTIMUM PROGRAMS IN LARGE HIGH SCHOOLS (500 AND OVER) FOR EACH OF THE FIFTEEN CHARACTERISTICS

Characteristic I of the Self-Study Guide

Studies have been made to discover the needs of pupils and the services the school should render. The entire staff participates in establishing guidance services. The parents and representatives of community agencies participate. There is general understanding and cooperation with the assigned counselors.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 11 schools in 6 different states)	FRE- QUENCY
Teachers assist in accumulating pupil data for school records.	7
Teachers assist in development of comprehensive testing program.	5
Teachers assist in conducting occupational surveys.	5
Homeroom advisors counsel pupils.	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC I

a. The results of a comprehensive testing program at the beginning of the ninth grade together with the cumulative records from the elementary school form the basis for a careful study of each child's individual achievement, interests, aptitudes, social adjustment, study habits, and health conditions. The parents and the individual child sit in conference with a trained counselor to make this study. The results of these interviews then picture the child's needs and his curriculum is based upon these needs.

At the 12A level all students are again tested, using a battery of tests, including the Ohio Psychological, and the results of these tests together with the academic achievement and cumulative record form the basis for a final conference with parents and students in which next steps beyond high school are carefully planned and follow-up measures are instituted.

During the four years, two statewide tests are given, and percentile ranks estab-

lished.—*Rufus King High School, Milwaukee, Wisconsin.*

b. Occupational surveys have been made by the counselor and D. O. coordinator, and follow-up studies of graduates are in progress in an effort to discover the needs of pupils and the services the school should render. Leading people of the community, the personnel director of the Crossett Companies, and the P.T.A. Council confer with school administrators regarding services the school should render. The teaching staff assists in providing material for cumulative folders. There seems to be understanding and cooperation among teachers and counselors.—*Crossett Public School, Crossett, Arkansas.*

c. About 75 percent of our graduates continue their education in colleges and universities. A full-time counselor gives most of her time to helping individual pupils choose wisely both the colleges and the curricula which can best serve their needs.

All homeroom advisers maintain personal information folders containing summaries of Junior High records, personal information blanks filled out during orientation week, pupils' scholastic and activity records, and bulletins from the educational counselor's office. During regular daily homeroom periods and occasional lengthened periods, homeroom advisers counsel their pupils, using the materials at hand. Emphasis on college choices is made during the junior year and the first half of the senior year. Individual conferences with homeroom advisers and general meetings with these advisers on different grade levels are held by the educational counselor.

Agencies of the community cooperating include the Parent-Teachers Association, the Cleveland Technical Societies Council, the Kiwanis Club, the Jewish Vocational Bureau, and the YMCA. Subcommittees of parents have spent many hours in conferences with the school's official counseling staff—to our mutual advantage.—*Heights High School, Cleveland Heights, Ohio.*

d. 1. Study of results of placement tests given to incoming freshmen enables advisers to assist particularly the low-ability student. Study of results of Primary Mental Abilities

given to 2A's assist advisers to check, admonish, and encourage especially those who are not working up to their ability and to begin vocational guidance. Study of results of the *Illinois Statewide Testing Program* aids Junior and Senior Advisers to direct college preparatory and vocational program.

2. Entire staff recommends successful practices; viz., time budgeting, study habits, student-help to student.—*Mercy High School, Chicago, Illinois.*

Characteristic II of the Self-Study Guide

A comprehensive cumulative record containing "minimum essential" plus additional information is maintained for each pupil during and after his stay in school.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 27 schools in 12 different states)	FRE- QUENCY
Comprehensive cumulative record of each pupil is available.	30
A cumulative record card is supplemented by anecdotal records.	8
Each pupil has a personal cumulative record folder.	7
Cumulative record of each pupil is available for use after pupil leaves high school.	3
Cumulative record of each pupil is summarized at twelfth grade.	2
Central guidance office maintains a set of permanent cumulative records. . . .	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC II

- a. The cumulative record was rated *five* because
 1. It provides for essential information about the pupil, i.e., name, residence, age, date and place of birth, parentage, etc.
 2. It includes a summary of the pupil's grammar school record, i.e.,
 - (a) Grades in English, Arithmetic, and Social Studies on a 1, 2, 3 basis.
 - (b) Ratings on reliability, indus-

- try, and cooperation on a 1, 2, 3 basis.
- (c) Tertile Rank in class.
 - (d) Results of tests—
 - Henmon-Nelson Intelligence Tests
 - Iowa Silent Reading Tests
 - California Algebra Prognosis
 - Stanford Achievement Tests.
3. It summarizes the pupil's High School attendance and achievement record, together with his teachers' estimates of certain character traits. It includes
- (a) Grades by semesters in all subjects taken.
 - (b) Records of absence, tardiness, early dismissals (entered daily).
 - (c) Results of tests administered.
 - (d) Ratings in reliability, industry, cooperation by each subject teacher for each of the 8 semesters.
 - (e) Date and cause of withdrawal.
 - (f) Notations and transfers to other schools and transcripts sent.
 - (g) Notation of scholastic and extra-curricular honors and activities.
 - (h) Average and rank in class at graduation.
 - (i) Picture at graduation.

This record is supplemented by a Freshman inventory and a health card.

The St. Louis System does not provide for an extensive follow-up program.—*McKinley High School, St. Louis, Missouri.*

b. A comprehensive accumulative record is maintained for each student in the school. A permanent record is on file in the principal's office with effective, minimum essential data. Since the student started school in the kindergarten, this includes his attendance record from kindergarten on, as well as grades, personal history, interests, hobbies, home conditions, personal qualities, home environment, data from other schools, current grades and information, parents names, occupations, addresses, nationalities, employers, telephone numbers, sex, place of birth, date of birth, photograph, mental tests, achievement

tests, aptitude tests, reading tests, interest inventories with all useful data contained, percentile, CA, MA, IQ, and dates. This card is now being revised with data arranged somewhat differently so that a photostatic machine may be used on them for purposes of transcribing records.

All the above data, as well as many, many more are included in a personal folder which accompanies each student through his educational itinerary. In this folder we find such items as anecdotal records, graphs of achievement, interests, progress, disciplinary records, citizenship, in fact, a general history of the student along the way. These are kept in the counselors' offices. They are used by teachers and counselors to aid them in understanding and formulating comprehensive pictures of students. In this way, teachers and counselors know the students well, before ever meeting the student formally in class or in difficulty. They are used a great deal to trace the interests of students in formulating our group guidance and counseling programs.

The Central Guidance Office also maintains a set of accumulative permanent records for each student, acts as accumulative census bureau for the entire school system and generally heads up the entire guidance program through the use of these records.—*Senior High School, Beloit, Wisconsin.*

c. Cumulative records should be complete and should contain usable information. They should include any information that will help the adviser to understand and to counsel with his advisees more intelligently. Records at our school include personal history, employment record, achievement tests scores, intelligence tests scores, personality ratings, interest tests, attendance records, health problems, extra-curricular participation, senior class rank, honors and awards, educational or vocational plan, and scholastic record. Most of this information is printed on a manila folder which serves as a place in which any additional information may be filed. Teacher citations for specific achievements are also available.

Entering freshmen write an autobiography for one of their assignments in English. Later, this is placed in the pupil's personal

folder. English VI pupils write a letter to their English teacher. Two points are discussed. First, the subjects which they have liked best, and second, their interests and hobbies, both in and outside school.

Pupils who expect to enter special schools have short "teacher sentences" added to their permanent record. This sentence relates the teacher's impression of the worth of the pupil.

Special reports, batteries of tests, and other pertinent data peculiar to the individual complete our effort to have worthwhile usable cumulative records. This, plus his 9B Guidance Card, provides a fair picture of the pupil.—*Shorridge High School, Indianapolis, Indiana.*

d. CUMULATIVE RECORD

1. Testing Results:

Intelligence from "sending" school; re-tested in high school
Reading
Aptitude
Achievement
Vocational Preference

2. Personal Data:

Date of birth, birthplace, school last attended, address.
Parish, names of parents or guardians, etc.

3. Attendance and Promptness record.

4. Health Record:

These are sent from the school last attended and are checked and further recordings made by the school nurse upon examination of the student, illness during the years, etc.

5. Picture of the student as Freshman and also as Senior.

6. Marked talents and interests.

7. Participation in school activities.

8. Honors.

9. Use of leisure time in play, reading, hobbies, movies, radio, cultural activities.

10. Religious interest and activities.

11. Home study—conditions and time spent.

12. School liking.

13. Vocational preference.

14. Intention of higher education or further training.

15. Work experience out of school.

16. Periodic ratings on personality traits by teachers.

17. Home conditions and family background: occupation, religion, nationality, education, birthplace, marital status of parents; number of brothers and sisters.

18. Correspondence to and from parents, local authorities, etc.

19. Colleges or universities attended, further training entered, reports on progress in school and occupational life; publicity on honors, public life, activities in cultural life, etc.—*Central Catholic High School, Toledo, Ohio.*

e. The cumulative record at Glenville Senior High School, the extensive and detailed, is not maintained in one file but divided functionally as to the type of information and use. The reason is obvious since the record is a running one and in constant use by different persons.

A "Permanent Record Card," containing a portion of the pupil's test record, extra curricular activities, school marks from the 7th grade through the 12th, credits accumulated, short personality and activity summary entered at the end of the 12A semester, and on graduation a picture of the student, is kept in the office of the school. The maintenance of this record is the responsibility of the clerical force using data furnished by the teachers, and of the home-room teacher.

For each student an "Attendance Record" is accumulated in the office of the first assistant principal. It contains the information on absence and tardiness, excuses from school, disciplinary actions, and the work permit history of the student. The record is for the current year but is filed for the duration of the student's stay at Glenville Senior High School.

In the school dispensary is a "Health Card" which starts with the pre-school examination of the student and travels with him until leaving or graduation. On it are entered by the doctor or nurse the complete health history of the individual.

The guidance counselor has the primary responsibility for the portion of the pupil's cumulative record which is concerned di-

rectly with counseling. A portion of its entries are derived from the cards named above. The major part however consists of the scores on psychological examination, vocational tests, adjustment inventories, interest record, summary of vocational strengths and weaknesses, work history, vocational plans, notes on the interviews and educational program. The expansion of this record is the function of the homeroom teacher. This material is kept in the counselor's office.—*Glenville High School, Cleveland, Ohio.*

Characteristic III of the Self-Study Guide

Provision is made whereby each teacher is encouraged to use the complete minimum essential information about each of his pupils.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 59 schools in 17 different states)	FRE- QUENCY
Cumulative record in principal's office is available to teachers.....	40
Cumulative record is used for counseling.	17
Teachers and advisers may obtain special confidential information in conference.....	14
Homeroom teacher has cumulative folders of pupils or easy access to pupil data.....	13
Teachers have conferences on philosophy, use of tests, records and case studies prior to opening of school each year.....	10
Home visitations provide a means of obtaining certain pupil data.....	3
Guidance office retains pupils' records..	3
Failing pupils are given special counseling.....	2
Guidance committee and/or faculty committee determine the cumulative record form.....	2
Cumulative record is used for class placement.....	1
Pupil class schedules are completed in classes.....	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC III

a. A guidance committee composed of teachers representing all the schools in the system was selected by ballot. One of the major duties of the committee was to draw

up a new cumulative record form to be used throughout the system.

After the initial work was done each teacher in the system was given an opportunity to examine this new record and make suggestions for changes, additions, or deletions.

These records while not actually in use at this date will be soon, and in general the same practice will be followed as with the older records. Records are available for teachers' use at any time and the principal and director of Guidance Services are available to help the teacher interpret the data therein.

Teachers' meetings have been held in an attempt to make the teachers see the need for more information about the pupil and to encourage their use of material we have already collected.—*Rolla High School, Rolla, Missouri.*

b. All teachers are homeroom-counselors and receive in-service training in testing, interpretation of tests, and the techniques of counseling. The Profile Sheet is available through the homeroom to all the subject teachers, and the homeroom adviser sits in on all conferences with the all-school counselor and the pupil. At these conferences the cumulative folder and all records are available for study and interpretation.—*Rufus King High School, Milwaukee, Wisconsin.*

c. We use a set of information cards which are kept in triplicate for each student. Our home room teacher has one copy, their dean another, and the third is kept in the office. This card contains such information as one might be expected to need from day to day, attendance record, subjects in course, information concerning parents of students, etc. Two sets of permanent record cards are maintained. One is kept by the home room teacher and one in the central office. These contain the customary data and are in folder form. Any teacher in the building has access to either of these cards at any time. In addition the results of all standardized tests along with the explanation for interpretation is mimeographed and given each teacher. Supplementary questionnaires that are filled out in some cases are presented to the homeroom teacher and are available at that spot.—*Sheridan High School, Sheridan, Wyoming.*

d. I. Sample sheets from the student information folder, and a bulletin interpreting the information. Each teacher is given a folder at the first of each school year which includes most of the statistical information we have for each student. During the year when other tests are given, teachers are provided with the results. Also, at the end of each nine-week grade period all teachers are given lists of students who are doing unsatisfactory work in any subject. As far as possible, we try to make available to each of the teachers all the information we have in the office.

II. A copy of the students cumulative folder. This folder is kept by the homeroom teacher and the individual student. Information is recorded in this folder, by the student under the direction of the teacher, after each grade period or whenever there is other information to be added to the folder. This information helps the student and the homeroom teacher to know exactly the type of record that is being made by students at any time.—*Ponca City Senior High School, Ponca City, Oklahoma.*

e. These items of information are available on our enrollment cards: home room assignments, classification of students, enrollment dates, students' names accompanied by the names of parents and their addresses, dates of birth, fathers' or mothers' occupations, homes' or neighbors' telephones, business addresses of parents, courses chosen, vocational or professional plans, outside of school employment, church affiliations, prospective college plans, and school individual schedules.

One complete record of these enrollment cards is kept in the main office where all teachers have access to them. A copy of these cards for the girl students is in the office of the dean of girls and a similar set for the boys in the office of the dean of boys. These cards in the deans' offices are for the use of the deans in their counseling, work and for the use of teachers and students.

In the principal's office there are records of each student's school work beginning with the seventh grade or junior high school. These records also give an account of intelligence tests as well as personality records. Teachers are invited to consult these records under the guidance of the principal or his secretary at any time.—*Wheeling High School, Wheeling, West Virginia.*

f. Homeroom teachers after conferences with student and student teachers fill in the data on family and personality. The homeroom teacher thus feels a definite responsibility for the cumulative record card. The homeroom teacher as a classroom teacher realizes the importance of the assembled data for a broad understanding of the student. Time at faculty meetings is used in discussion on fuller understanding of the student. Many teachers transfer data relative to their students from the cards to cards of their own. There is a decided increase in the use of the cumulative data.—*Roosevelt High School, Minneapolis, Minnesota.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC IV

a. The counselor, who is in charge of the guidance program in Westport High School, has the guidance and testing programs assigned to her as her full time job. She teaches no classes.

She has had the basic psychology courses, Educational Psychology, Non-Typical Child, Adolescence, Tests and Measurements, Guidance Courses, including Guidance Clinic.

She was one of a number of counselors and teachers who helped make a work survey in Kansas City in 1942. She has worked in the industrial field at different times.

The summer was spent studying Education as Guidance. Several courses in Vocational Guidance were included in her study.—*Westport High School, Kansas City, Missouri.*

b. Beaumont High School has two persons charged with guidance, particularly, and one only of them has a single class. Both these persons consider guidance a vital part of the school program and are

Characteristic IV of the Self-Study Guide

Person in charge considers guidance a vital part of the school program. He is well prepared in psychology, mental hygiene and character education. He has a thorough and sympathetic understanding of and ability to work with adolescents. He knows working conditions, requirements, opportunities and training for various occupations. He has skill in use and interpretation of tests. He has made an extensive study of guidance as a factor in the educational program.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 49 schools in 14 different states)	FRE- QUENCY
Faculty member in charge of guidance program has special training—e.g., psychology, mental hygiene, testing, job information, educational and vocational guidance, character education, counseling.	35
Faculty members who are assigned as counselors have special training—e.g., psychology, mental hygiene, character education, tests and measurements, educational and vocational guidance.	15
Faculty member in charge of guidance has work experience aside from teaching.	10
Counselor is skilled in use of tests.	8
Training in field of guidance is one qualification for employment of teacher in high school.	2

well prepared to give guidance. They have both had extensive training, both have been successful teachers, both know much about the schools of St. Louis and other schools outside the city to which our pupils may go. Both know much about the business situation and can do the counseling expected by pupils who do not wish to pursue their formal education beyond high school. One of these counselors has extensive acquaintance with most standard tests and is particularly skilled in administering and interpreting them. We believe these counselors are thoroughly competent to take charge of any student who has been carried as far as he may go by his teacher-adviser, and to counsel him wisely as to both the school and occupational opportunities open to him. The best proof of it is in the results they

have produced.—*Beaumont High School, St. Louis, Missouri.*

c. The person in charge of guidance has a master's degree with a major in the field of guidance. She is trained in the field of testing and works with the three deans of the school on all cases.—*Central High School, Superior, Wisconsin.*

d. The gentleman in charge of our guidance program is well qualified by training and experience for the work in which he is engaged. In his undergraduate days he was a keen student of psychology, and he has always been interested in young people. His graduate work was done in Education. Since earning his Master's degree, he has spent a full summer at school specializing in guidance courses. He has a sympathetic understanding of the problems of youth and he wins the confidence of students easily.

Work experience of a diversified character has given Mr. ——— valuable information concerning employment problems and has helped to prepare him for his conferences with students. He knows the conditions which will confront our students as they seek positions, and advises them accordingly. He appreciates the importance of proper guidance, and exerts every effort to enlist the support of all teachers in this vital work.

His qualifications may be summarized briefly as follows:

A. Educational training

1. Graduate of ——— College, B.S. degree.
2. Master's degree in Education, ——— University.
3. Summer school, ——— University, specializing in guidance work.

B. Work experience

1. Employed by an Express Co.
2. Worked in a grocery.
3. Did house to house canvassing.
4. Worked in a chemical laboratory.
5. Worked in a saw mill.
6. Operated a gas station.
7. Clerked in a men's furnishing store.—*Lincoln High School, Manitowoc, Wisconsin.*

e. Person in charge holds the A.B. and A.M. degrees and has had more than ten years' teaching experience plus work ex-

perience in business, in settlement house, and in government agency relocating Japanese Americans during and after World War II. In summers of 1946, 1947, 1948 she took additional graduate courses in guidance. Courses have included mental hygiene, psychology, and character education. Sympathy with and understanding of adolescents comes from study and from much experience in working with them. Special attention has been given to accumulating recent occupational information and studying working conditions, requirements, opportunities and training for various occupations. Occupational files, using Dictionary of Occupational Titles classifications, are kept up to date. Sources of free and inexpensive materials are utilized. Counselor spent a large part of her first summer in the community in an intensive study of job descriptions and in observation of jobs in local industries. Graduate work has been done in testing as it is applicable to the guidance program. Graduate study, reading and experience have provided an understanding of guidance as a factor in the educational program.—*Crossett Public Schools, Crossett, Arkansas.*

f. Person in charge considers guidance a vital part of the school program. She devotes three hours out of the five school hours for vocational personal and social guidance. She administers and interprets the Kuder Preference Record, Wechsler-Bellevue Scale, The Minnesota Multiphasic and other vocational and personality tests. She is prepared in psychology and is a member of Psi Chi. Her in-training experience has been in the fields of junior high, senior high and college work—having worked in a private school as well as public schools. She has had major study in guidance on the undergraduate as well as graduate level.—*Las Vegas High School, Las Vegas, New Mexico.*

g. The Coordinator of Guidance and Counseling for the Tucson Public Schools received his master's degree in psychology including courses in applied and abnormal psychology and mental hygiene.

His training and experience in character education was received largely during eight years when he was Boys' Secretary of the

Young Men's Christian Association. He attended various YMCA summer schools and completed several correspondence courses in the field of character education.

He has a thorough and sympathetic understanding of adolescents and considerable skill in working with them. He has been superintendent of schools, teacher in junior high schools and principal of two junior high schools in Tucson. He did outstanding work with adolescents during his employment with the YMCA.

He has engaged in several occupations outside the teaching field and has constantly kept in touch with the community and its vocational opportunities. Under his leadership, we have provided an exceptionally fine occupational library in the Tucson Senior High School.

He has had the usual courses in tests and measurements and in addition to this, he developed and standardized a home relations attitude test during the time he was working toward his master's degree.

He has completed thirty-six hours in the field of administration, vocational education, curriculum construction, and guidance in addition to and above the requirements for the Master's degree.—*Tucson Public Schools, Tucson, Arizona.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC V

a. The school has planned for each pupil to experience a sequence of guidance activities throughout their high school experience, starting with the first term and continuing through the senior year. This plan is charted and described in a booklet explaining the guidance program of the school. Guidance experiences provided are listed on the next page.

b. We feel that our school does have a very carefully planned guidance program. All staff members are used to the extent of their ability in our homeroom program.

The homeroom groups meet daily at 9:45 until 10:15. Mondays, Wednesdays and Fridays are used for activity meetings, and Tuesdays and Thursdays strictly for guidance purposes. These homerooms are organized in a democratic manner. A student serves as a discussion leader, another

Characteristic V of the Self-Study Guide

School has a carefully planned program of guidance. All staff members are used to the extent of their ability and each knows his place in the whole plan. Full-time counselors are provided in ratio 1-500 pupils. Adequate consultation service is available for assistance in dealing with special problems.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 26 schools in 11 different states)	FRE- QUENCY
Guidance program organized with a di- rector and/or counselors.....	23
Teachers are given responsibility for counseling.....	16
Teachers are assigned homerooms.....	9
Teachers participate in an in-service training program.....	5
Units in guidance are presented through curricular materials.....	2
Parent conferences are encouraged.....	2
Aptitude tests are given to all pupils..	2
Guidance committee assists principal in developing guidance activities.....	2
Plans of pupils are recorded on a card which is signed by a parent.....	1
Teachers have access to test data.....	1

student in the room serves as student secretary, who takes notes, files reports on discussions and makes recommendations. The teacher acts as an adviser and in the capacity of a resource leader.

The topics for discussion are worked out for the days of the week, months, and school year by members of the guidance committee during the month of June at the close of the school year.

The topics are presented to staff members, students and the representative student organization for approval. This representative organization is made up of an elected member from each homeroom, who aid the guidance committee in interpreting and understanding the policies and needs of the pupils of the homeroom. They meet regularly with a sponsor during the activity period for discussions.

A staff member assists the principal in collecting materials for the guidance bulletins and presenting them to the faculty at their Monday evening meetings. This same staff member and principal meets with the student leaders and secretaries as groups from the homerooms to further their interests and responsibilities in their discussions and reports.

Guidance Sequence

Preparation for ninth grade of Junior High School

- Bulletins and Course of Study from central office.
- Information to parents.
- Meetings with grade school principals and school guidance representatives.
- Plans for 9th year made by 8th grade principal with pupils.
- Adjustments for retarded pupils made by 8th grade principal and Reclassified Department.
- Program planning for pupils from sources other than Indianapolis public schools.

9B

- Freshman orientation (first day)
- Information about the school
- Instruction in study habits
- Testing: Mental Ability, Reading, Hearing
- Guidance in program planning
- Freshman assembly and parent forums
- Try-out courses
- Success and attendance follow-up

10B

- Try-out courses (for certain pupils)
- Continuation in study of plans

9A

- Guidance record data
- Plans for next three years
- Try-out courses

10A

- Guidance Record Data
 - a. Check-up on college plans
 - b. Check-up on occupational plans

11B

Continued check-up on plans
Interest Inventory

12B

Pre-college guidance selection, entrance
Testing: Individual, College-entrance,
Scholarship
Occupational information forums and in-
terviews
Scholarship assistance

Postgraduates

Plans for courses needed
Adjusted programs

11A

Check-up and application for senior classi-
fication
Interview on "Guide to Plans After Gradu-
ation"
a. Review of vocational and educational
plans
b. Review of senior year program

12A

Continuation of 12B guidance
Occupational placement service

Graduates

Placement in jobs
Placement in colleges
Occupational readjustment
Interviews with those in college

All vice principals, deans, directors and department heads have guidance assignments related to their major assignments. Charts of the administrative organization clearly indicate these responsibilities.

Seven senior class counselors teach only one or two periods per day, thus allowing ample time for individual counseling.

Sponsor or home room teachers meet daily with homeroom groups ranging from twenty to thirty pupils.

Consultation service with doctors, nurses, special health teachers, speech, "sight saving," lip reading; social service workers, employment director, professional artists and musicians, expert craftsmen etc. is available in our own campus.—*Arsenal Technical Schools, Indianapolis, Indiana.*

At frequent intervals opportunities are given to the faculty for in-training service on the homeroom guidance program.

We also have a staff member who acts as chairman of scheduling activities. This same staff member with the assistance of members of the guidance committee compiles the material for the weekly bulletin and has it ready and in the hands of all staff members by Friday noon of each week. We consider this valuable to our guidance program.—*Warren Central High School, Marion County, Indiana.*

c. Our guidance program is set up in the following manner: Incoming tenth grade students are assigned to a general education teacher, who has two class groups of thirty-five students each. During the tenth grade they have experience in various units, such

as orientation, vocations, driver education, and others which are pertinent to the group needs and interests. During this first year the counselor also plans with his counselees their program for the three-year period, based upon various aptitude and vocational tests.

In the eleventh and twelfth grades the counselor is assigned a counseling period, at which time the students are scheduled into a study period from which the counselor may obtain his counselees for group or individual counseling on problems of adjustment or personal need. The counselor is responsible for the welfare of his counselees during their three-year period at East High School.—*East High School, Denver, Colorado.*

d. This is a school of 1,800 pupils, and we

have about forty members who are well enough trained so that they can do a better than average job of guidance through the general education offering of the school. It is fair to say that twelve of these people are exceedingly well trained when high school faculties in general are used as a scale against which we measure. I have indicated that there is a full personnel department with at least five members available at all times in the offices, that there are in addition four coordinators aiding the general education staff, that the general education staff is in turn trained through a continuous training program, and that all other teachers in the building receive some training along this nature.—*West High School, Denver, Colorado.*

e. The guidance director and counselor has secured his master's degree with major subjects in the field of guidance—psychology, mental hygiene, testing techniques, etc.

He has had twenty-one years teaching experience with fifteen of these in guidance and personnel work.—*Chillicothe High School, Chillicothe, Ohio.*

f. All of our teachers are assigned to homerooms. Each teacher assumes a certain amount of responsibility in our guidance program. This guidance is supplemented as stated in Item 3 with classroom help. Teachers have access to personal information concerning each student in his class. This information consists of personality rating by teachers in the elementary and junior high schools. In addition to other personal information the homeroom teacher and our advisers have access to the following test scores for each student:

1. Iowa Test for Educational Development
2. Vocational guidance tests given each semester to 12B students. These tests are:
Scholastic Aptitude (ACE Psychological Examination)
Reading Skills (Traxler High School Test)
Mechanical Ability (Minnesota Revised Paper Form Board)
Vocational Interest (Kuder Preference Record)
3. Vocational guidance test summaries

given to 9A students. These tests include:

- Scholastic Aptitude (ACE Psychological Examination)
- Reading Skills (Traxler Grades 7-10)
- Clerical Ability (Minnesota Test for Clerical Workers)
- Mechanical Ability (Minnesota Revised Paper Form Board)
- Vocational Interests (Lee-Thorpe Occupational Interest Inventory)
- 4. Pupil's Record-Standard Test Re-cluding the elementary school reports, Form 192.
- 5. Pupil's Guidance Card, Form 178, Revised
- 6. Educational and Vocational Guidance Information Blank
- 7. Health Card, Form 141, Revised

In addition to the tests listed above, we have the services of our Pupil Adjustment Department and may call upon this department to give special tests to individual students at any time. When an individual student is so tested, the advisers then confer with the person administering the test and a program of guidance for the individual is then planned with good results. We have a full-time school nurse in the building and we use her department continually in gaining knowledge which will help us in our guidance program. We frequently ask parents to come to the school for private conferences concerning the test results and other information affecting the welfare of the child. The senior high schools are given the benefit of these conferences. It is our plan also to give each student an interview with the senior teachers as well as with the girls' adviser and boys' adviser.—*East High School, Des Moines, Iowa.*

g. Our school has a well planned program of guidance. Aptitude tests and individual interviews are given to all students. Regular staff members are individual counselors to students. Each counselor has approximately twenty-five students under his care. The counselors discuss in personal interviews with students such topics as aptitude test scores, courses of study, vocational problems, and personal problems. We have two full time counselors and twenty-four other staff members who counsel in addition to

their teaching duties.—*Marshalltown Senior High School and Junior College, Marshalltown, Iowa.*

h. Each teacher receives in-service training for guidance. Part of a week's teacher-workshop each fall prior to the opening of school is used for this. In addition, there is a full-time counselor in the guidance office. Many pupils also select the following school personnel for counsel:

Superintendent
Principal
Attendance secretary
Registrar
School nurse
Librarian
Classroom teacher of their choice.—*Planeview High School, Wichita, Kansas.*

Characteristic VI of the Self-Study Guide

There is a well planned in-service training program. Faculty meetings, discussion groups, and individual conferences are devoted to this topic. Adequate reading materials are put in the hands of the staff. Summer school courses in guidance are strongly recommended.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 23 schools in 11 different states)	FRE- QUENCY
Faculty meetings are held which emphasize guidance problems.....	17
Faculty members enroll in summer courses, workshops and conferences related to guidance.....	14
Professional books, magazines, pamphlets, etc., related to guidance are available to faculty.....	12
Professors from colleges and universities assist in in-service training.....	4
Individual conferences are held with principal, deans, counselors.....	4
Principal's Advisory Council assists with development of guidance program...	3

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC VI

a. Special group meetings for faculty units—English, math, social science, etc. A unit in library science is taught in each

grade each year. Faculty meetings have recently been held on such projects as—

UNESCO
UN
Grading
Citizenship evaluation
Sex instruction
Air-age education

The library is one of the best to be found in a school. A special section for teachers houses professional books in a great variety and number. These are kept up to date as are the many current professional magazines. An alert library staff consistently gives the school's personnel notes calling attention to a book or recent article kindred to the person's field.—*Planeview High School, Wichita, Kansas.*

b. New teachers are oriented before school begins. Group conferences are held. A Blue Book of printed routines, philosophy, etc., is given to each. Introduced to department supervisor for individual conference. There is a definite plan of supervision (consultation, visitation) and written report by supervisor. Few general teachers meetings but many departmental conferences are held. Vice principal in charge of supervision meets with department supervisors. Visit to teacher's class always followed by informal conference.

We subscribe for ten professional magazines which are first routed among 20 members of the Advisory Council. Thereafter, they are placed in teachers' lounge.

We subscribe to guidance service of Science Research Associates. Our guidance director is a member of a city wide guidance council. He has periodic meetings with those of our teachers who have specific guidance functions.

Each supervisor is expected to visit for half-day each semester similar work in other local schools. We encourage attendance at out of town conventions. No salary deductions. Summer school attendance for master's degree and for study of local guidance problems is encouraged.

We endeavor to have a younger person devote some attention and time to understudying key jobs.

We encourage each department to develop each year a specific departmental

project and report progress at year's end. On some occasions (study of lengthened period and North Central survey) we have crossed departmental lines in forming committees.—*Thomas Carr Howe High School, Indianapolis, Indiana.*

c. The in-service training program is closely allied with Wayne University and University of Michigan Extension service. Many of our teachers take advantage of the several courses offered regularly. Our own Board of Education frequently sponsors courses unique in guidance information. At the present time the Detroit Board of Education is giving two distinct courses in mental health and the enrollment is overwhelming.

Summer courses in industry are available for counselors and aspirants.

The school library maintains a separate guidance section well supplied with materials pertaining to guidance.—*Pershing High School, Detroit, Michigan.*

d. In Yuma Union High School we make an effort to have each homeroom teacher assume as many of the functions of guidance counselors as possible. We hold a two-hour teachers meeting every two weeks. School is dismissed an hour earlier and we give an hour of our own time for these meetings. The meetings are informal. A light lunch is served and an interchange of ideas regarding problem children is encouraged. Each of these teachers has a 30-minute activity period with his group each day. The use of tests such as the Case of Mickey Murphy and a study of Connie Casey, from the University of Nebraska and from Syracuse University, respectively, has been very stimulating.

The main office tests every student in school with the Otis Self Scoring Test for intelligence, a Kuder Preference Scale, and California Test for personality. Diagnostic tests are also used by the English and mathematic departments to determine reading and mathematical ability. From these sources the homeroom teachers are able to aid materially in the adjustment of their homeroom groups.—*Yuma Union High School, Yuma, Arizona.*

Characteristic VII of the Self-Study Guide

A carefully planned program of counseling has been developed after ample staff participation. Competent counselors have been assigned. Time, facilities, and materials are provided. A planned testing program adds to cumulative data about pupils. Counselors have time to work with teachers, parents, and community agencies, Community resources are used. All teachers feel a responsibility for helping pupils.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 29 schools in 10 different states)	FRE- QUENCY
Qualified members of faculty have designated guidance duties with time available.....	17
Comprehensive testing program is in effect.....	17
Classroom teachers assume appropriate guidance responsibilities.....	14
School has homeroom organization....	10
Special counseling is based on test data of pupil.....	5
Special counseling for orientation purposes is undertaken with pupils and parents.....	3
Central guidance council or committee helps to determine nature of guidance organization.....	3
Pupils visit businesses and industries...	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC VII

a. There are two assistant principals with no teaching duties at McKinley. One of these works primarily with first and second term pupils, while the other deals with upper classes and handles all placement. In addition, there are four part-time counselors in the school, one acts as Student Council moderator in addition to his other duties; another serves as senior sponsor.

The school is organized on a homeroom basis and there are fifty homeroom sponsors. About ten other teachers carry on work in general education which involves group guidance with freshmen. There are special classes in health for boys and girls during the second semester and a program of social hygiene lectures has been inaugurated for second term and senior pupils.

Some of the best work in proper adjustment of pupils and guidance is done by the classroom teachers. The staff are definitely cognizant of the value, functions, and problems of pupil-personnel services.

McKinley carries on an extensive testing program for freshmen and seniors.—*McKinley High School, St. Louis Public Schools.*

b. The counselors visit the prospective students when they are in their 9A semester in the junior high schools. On the first trip they administer the Lee-Clark Arithmetic Test. The second time they talk to the pupils in a group about the courses and opportunities at John Adams, and they distribute to each pupil a copy of the inclosed booklet, *Course of Study*. On the third trip the counselors sit down with each pupil individually and work out a program which is made to measure to suit the individual needs of the pupil. It should be noted that the counselors deal only with pupils who have previously chosen John Adams as their senior high school. On the last day of their 9A semester the incoming John Adams pupils are invited to a program in the senior high school auditorium. At that time they are introduced to the key people with whom they will come in contact more specifically during their 10B semester, such as faculty sponsors and student officers of student government and club activities. At this time usually, or sometimes later on in the 10B semester, they see a technicolor film, *Maroon and Gold*, which shows many of the activities of John Adams High School.

On each Wednesday of the 10B semester, the new pupils attend a program of orientation. Copies of this program for typical semesters are attached to this report. The aim is to make them familiar with the traditions, customs, practices, and ideals of the school. The program is prepared and given, with a few exceptions, by upper-class pupils. At the end of three weeks of the 10B semester pupils who are failing are interviewed by the counselors. Encouragement is given and program adjustments are made wherever they seem desirable.

The 10A program is re-adjusted on the basis of performance during the 10B term if it seems advisable. This same process is

followed throughout the 10A semester. During the 10A semester a check sheet is made out for each pupil which shows what his program will be for the remainder of his high school course. A copy of this is included in the report. It is made out in duplicate. The counselor keeps one copy and the homeroom teacher the other. The pupils and teachers are reminded from time to time that they are expected to follow this check sheet, and if they do make any deviations from it, this must be done with the written approval of a counselor.

In the 11A semester the pupil's program to date is checked by the counselors and appropriate changes are made for the 12th grade. As soon as the 12B semester is started the permanent record cards are checked to be sure that the pupils are meeting the requirements for graduation and that they are taking the proper subjects so that they will not fall short of graduation when the commencement day arrives.

During the 11A semester they organize as a class and hold two or three class meetings, one of which is a social affair called a Mixer. They elect a new chairman for each successive meeting. Through these elections and the work of the committees, the more outstanding pupils are brought to light and are ready to take their places as class leaders when they organize as a 12B class.

In both the 12B and 12A semesters the classes meet as organized groups in what is known as the Town Hall. In these meetings they take care of their class activities and are also given the opportunity to hear speakers from outside of school on colleges and on various types of occupations.

The testing program includes the Cleveland Classification Test, the Terman-MacNamar Test, the Lee-Clark Arithmetic Test, a handwriting test for commercial pupils, an algebra and geometry aptitude test and all seniors take the Ohio State Psychological examination early in their 12A semester. The state senior scholarship test is on a voluntary basis and city-wide and state-wide tests in subject matter are frequently given. Vocational interest inventories are used for the most part with special problem cases and in the 9th grade the Kuder Preference Test is given in some

of the junior high schools. Where available the resulting Kuder Preference Charts are considered in assisting the pupil to complete his educational and vocational plans.

Such community resources as the Council Education Alliance, the Welfare Federation, the Jewish Social Service, the Jewish Testing Center, the testing center of Western Reserve University, psychiatrists and the Board of Education Psychological Clinic are consulted.

An elective course in special sociology is open to seniors. They study the various social problems of the immediate community, and one day a week they spend their after-school time in actual social center work. This makes an excellent tie-up with most of the social agencies of the community.

The homeroom teachers are actively engaged in counseling. They are considered the counselors for the pupils of their homerooms to the extent that they have the time and the necessary information. When their time and facilities are exhausted they refer the pupils to the counselors. Teachers in charge of special activities such as music, dramatics, and art are asked to give their special advice to pupils whenever the counselors feel the need of this help. Vocational information is given primarily through the regular work of the classroom. It has been emphasized over a period of years that it is an important part of classroom teaching to include information about occupations into which pupils may enter by successfully mastering the subject matter of their courses. A sheaf of papers is included in this report which gives a summary of how this works out. This was supplemented in November by a Vocational Conference Week. On Monday there was a general assembly for all pupils with the aim of widening their horizons with reference to occupations. The speaker was Arthur Horrocks, Public Relations Director of the Good Year Tire Company. Throughout the week, vocations were stressed in classrooms, in the homeroom, in the school paper and over the public address system. On Friday the school was broken down into thirty-nine conference groups. Each pupil attended two conference groups which replaced the usual 7th and 8th periods of the

daily schedule. A list of the occupations covered and the speakers used is included in this report. The organization of this program was supervised by the counselors and worked out jointly by the Student Council, the National Honor Society and the Business Education Department.—*John Adams High School, Cleveland, Ohio.*

c. One of Washburn's two counselors is in charge of the testing program. A routine of tests is given to all incoming students which includes for the most part the tenth grade. Other standard tests are given in the 11th and 12th grades. Most of these tests are machine scored, results refined, and placed on the cumulative record cards. Much of the time of the counselors is taken to interpret tests to the parents, faculty, students, employers, and directors of admission to colleges.—*Washburn High School, Minneapolis, Minnesota.*

d. Counselors are especially trained and giving full time to counseling service. We have a carefully planned testing program which provides intelligence, mechanical aptitude, and clerical aptitude scores, as well as scores in reading and algebra aptitude. Teachers, parents, and community agencies are familiar with the work of counselors and there is a close working relationship between them.—*Mackenzie High School, Detroit, Michigan.*

e. Each school year a definite testing schedule is set up from grades one through twelve. Each pupil who graduates from Goshen High School has had at least three mental ability tests, three achievement tests, two interest tests, two personality tests and two or more special aptitude tests. Special reports are sent to parents on physical and educational problems. Conferences with parents are a part of the guidance work.—*Goshen High School, Goshen, Indiana.*

f. Counseling begins with homeroom teachers. A cumulative record is in possession of homeroom teacher until the student graduates or otherwise leaves school. Record is then filed for permanent reference. Tests are given all students once annually for the purpose of assignment to proper ability group. Specific tests are available and are given when necessary to diagnose special aptitudes and vocational possibilities.

ties. A daily homeroom period, sometimes referred to as the "Advisory Period" is on the daily schedule. Doubtless there are many high schools who have a more complete set-up for such matters. But, under existing circumstances, we feel that we are doing fairly well with plenty of room for further improvement.

Teachers are cooperative. Several important recommendations have come from them.—*Albuquerque High School, Albuquerque, New Mexico.*

g. A testing program for all Kansas City high schools is planned for each year in accordance with the judgment of teachers, principals and counselors. The subject areas tend to rotate from year to year so that rather comprehensive data are available. Through the Director of Secondary education, the Director of Counseling, and the Board of Secondary Principals the counseling program is rather carefully organized and functions quite well. In the main faculty members are quite responsive to the needs of counseling.—*Paseo High School, Kansas City, Missouri.*

Characteristic VIII of the Self-Study Guide

Classroom teachers consistently plan instruction to make classroom work contribute maximally to the counseling and guidance program.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 15 schools in 6 different states)	FRE- QUENCY
Teachers adjust instruction to contribute to guidance program.	10
Teachers secure information about home background of pupils.	7
Teachers attempt to obtain objective data about pupils.	6
Teachers counsel pupils through the homeroom organization.	2

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC VIII

a. Classroom teachers consistently plan instruction to make classroom work contribute maximally to the counseling and guidance program.

1. Each teacher is constantly striving through her class work to discover the individual student's interests, aptitudes, and weaknesses to be corrected.
2. Each teacher makes a serious effort to help the student make adjustments to his school life believing that a student who has become well adjusted to school life will also be adjusted to his future life in society.
3. Work in each class is functional, the future needs of the student being uppermost in the teacher's mind.
4. The student is not taught *what* to think but *how* to think. This is particularly true in the social studies where the emphasis is on the training of a student to take his place in society as an intelligent and active citizen.
5. Each teacher studies the home life of the student, believing that intelligent guidance can only be given where environmental conditions are known by the teacher.
6. Each teacher attempts to instil in the mind of the student an appreciation for good literature, good music, and art, believing that these things will later give to the student a sense of deep satisfaction which cannot be experienced in any other way.
7. Teachers are alert to point out how materials being taught in class have relationship to future opportunities.
8. Teachers confer with the guidance counselor and with each other in regard to problems of advice or problems of unadjustment. They have vocational information and try to make their assignments in such a way that their courses will contribute to vocational interests.

Summary.—Guidance is given by the teacher by personal interview, discussion of cases with other teachers, by studying the home environment, and by sincerely trying to discover the individual's aptitudes, interests and needs. Emphasis is always on the *individual* with the view of helping him to adjust himself to group life as he experiences it in school and at home.—*Rogers Public Schools, Rogers, Arkansas.*

b. Our guidance centers in a homeroom organization. Twice each week Mondays

and Fridays each teacher has a group of twenty to twenty-four with whom she meets to discuss their needs and problems. She keeps a record of their marks. She has a copy of their schedules and she must approve their schedule changes. We try to keep the teacher and group together all four years unless there appears to be good reason for other action.—*Shawnee-Mission High School, Merriam, Kansas.*

Characteristic IX of the Self-Study Guide

In addition to "3," teachers have assigned responsibility for critical study of the community and of pupil needs as a basis for continuous curriculum change.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 19 schools in 11 different states)	FRE- QUENCY
Teachers and/or counselors assist in community surveys.....	12
Committees of teachers work constantly on problem of curriculum revision...	9
Data from community survey are used for study of curriculum revision.....	5
Committee of teachers, lay members of community and high school pupils studies curricular needs.....	3
School has developed a definite philosophy.....	2
Teachers interview employers of former pupils.....	1
Surveys are made about graduates attending college.....	1
Open house provides opportunity to get pupil data through parent conferences.	1
Parent-teacher conferences are encouraged.....	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC IX

a. Teachers and administrators helped make an "Occupational Study" in greater Kansas. Teachers were asked to call on employers. In compiling these data studies were made of special items such as "Abilities to be Developed in School," "Essential Traits," "Test Given Applicants," etc. The results of such studies are used in the revision of the curriculum and in vocational guidance.—*Westport High School, Kansas City, Missouri.*

b. A teacher group together with a lay group from the community and a group of high school students form a planning committee to organize and carry out a series of lay meetings in which lay members of the community meet to study the school and to suggest improvements in curriculum.—*Rufus King High School, Milwaukee, Wisconsin.*

Characteristic X of the Self-Study Guide

Parents, employers and other citizens understand how community resources are used in the guidance and counseling program; special educational and vocational conferences are carried on through assistance of citizens in the community; community occupational surveys are made; work experience opportunities are adapted to needs of boys and girls; follow-up surveys are made to determine what happens to former high school pupils; community employers cooperate with the school in placement of boys and girls; counseling services are available to out-of-school youth.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 12 schools in 8 different states)	FRE- QUENCY
Guidance practices are discussed with parents and/or community organizations.....	11
Occupational conferences for pupils assist in coordination of community resources.....	6
Occupational surveys assist in helping community understand guidance program.....	4
Former pupils return for testing and counseling.....	1
Parent conferences on occupational plans of sons and daughters are held..	1
Alumni assist in providing educational and occupational information.....	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC X

a. Talks with individual parents, with PTA, with Child Study Group, and with civic clubs together with newspaper stories have pointed out how community resources are used in the guidance program. Citizens of community have assisted in Career Day programs and vocational clinics. With assistance of Diversified Occupations Coor-

inator, community occupational surveys have been made. Efforts are made to provide needed work experience in DO program and in directing students to possible seasonal and part time jobs. A follow-up study of graduates has been in progress since the inauguration of the guidance program three years ago. The guidance counselor works closely with the local employment office in furnishing information about high school students. Counseling services are available to out-of-town youth.—*Crossett Public Schools, Crossett, Arkansas.*

b. Parents, employers and citizens assist in Career Week activities, contributing time and information during clinic days. Employers open their businesses for students to be given directed tours in order to see in action the activities which they have discussed in clinics, and to become better acquainted with local opportunities in the field of work.

Educational and vocational conferences are held during the year with parents in order to get their opinions on changes which are being contemplated in the curriculum.

Work experience activities are given consideration in the high school office and the trade school tries to place its boys in positions suited to them.

Counseling services are available to out-of-school youth and adults desiring it.—*Coffeyville Public Schools, Coffeyville, Kansas.*

c. Citizens of the community, representing different vocational activities, come to the school to talk to the students in general assemblies as well as in small class groups.

A course in Distributive Education is in operation.

For other students who wish or need part time employment, the school maintains a supervised employment service for both boys and girls. Some follow-up is done as to progress on the jobs.

When advisable students are permitted to leave school an hour early to work, but only so long as they maintain passing grades.

We receive many requests from the community for experienced graduates—mostly commercial. We attempt to locate people for such jobs. We cooperate daily with industry and retail stores in checking and

discussing qualifications, abilities, and character of prospective employees.

The school library has excellent vocational material; and in cooperation with the Guidance Committee the library furnishes lists of available books and pamphlets grouped to meet the interests of different classes.

Community education is progressing concerning the guidance and counseling activities of the school. Parents are encouraged to visit the school, some teachers visit in the homes, and occasional reports, letters, and telephone conversations contribute to a better mutual understanding. Our Guidance Committee is putting on an evening program for the Montgomery County PTA this year.

All seniors are required to visit, observe, and report on at least one public agency. Our pupils take trips to hospitals, factories, and colleges in the community. A large neighboring factory recently sponsored a valuable trip for all interested seniors to attend an engineering conference at the University of Cincinnati.—*Roosevelt High School, Dayton, Ohio.*

d. Several years ago, pertinent information concerning the objectives of our counseling and guidance program was broadcast to the community. Feature articles in local newspapers, student and faculty speakers before service clubs, and school visitation days did much to inform our community of what the school was attempting to do. From this publicity came very definite results.

The local Kiwanis Club cooperates with the school in sponsoring an annual Vocational Guidance Conference for students of the eleventh and twelfth grades. Students of these two grades are surveyed in order to discover the types of vocational information which will best meet their needs. Acting on this information the Kiwanis organization furnishes speakers who bring vocational information to interested students during the various sessions of the three day Vocational Guidance Conference. Student chairmen preside during these sessions and a digest of the proceedings of the various sessions is prepared. This digest becomes a regular part of our vocational guidance materials.

During the month of April, one month before the school term comes to an end, the Kiwanis organization again assists in a Vocational Guidance Conference designed particularly to help graduating seniors who are going immediately into business and industry. Speakers at this conference deal with such subjects as occupational trends, job opportunities in our city and other cities in this vicinity, how to apply for a job, and the cultivation of attitudes necessary to successful work.

Other clubs have followed the lead of the Kiwanis organization and have resulted in a Senior Girl Visitation Day where members of the local chapter of the Business and Professional Women's Club invite graduating senior girls who are entering the labor market in business upon graduation to work with them for a day in order to gain a clearer insight into conditions of today's business world. At the present time, the local Rotary Club is being contacted with the hope that it will provide a similar opportunity for graduating senior boys.

During the school year, deans and other guidance counselors are working to help students gain work experience opportunities and placement of students in business and industry is being carried on for employment after school, on Saturdays, and during school vacations. Both business and industrial concerns in the city rely heavily on our school placement service when students upon graduation are ready to assume full time employment. The school has made follow-up surveys of graduating classes in order to learn the vocational success of its former students and to learn how to serve better the needs of those students who are still enrolled in school.—*New Castle Senior High School, New Castle, Indiana.*

e. We have a publication we call *Contact* copies of which are enclosed. This gives some indication of how parents, employees and citizens generally are kept posted on our school. We have many vocational conferences through our vocational agriculture department. We have a work-experience program in the high school whereby students are permitted to work off campus and not only earn money but to earn credit toward graduation. We do not, however, have a good record of what happens to

former high school students beyond the second or third year after graduation, nor do we offer regular counseling service to out of school youth. However, many of these young people do come to our school for counseling and help which is always cheerfully given.—*Mesa Public Schools, Mesa, Arizona.*

f. The uses of community resources in our guidance program are studied at Parent-Teacher Association meetings. Talks are given at service clubs and women's organizations concerning our counseling program. By these methods, our patrons seem to be well informed about our school program. Each year we hold a "Career Day" at which time successful local citizens and representatives from colleges, universities, trade schools, and business schools interview all of our students in the senior high school. Our vocational coordinator is in charge of our parttime work program. Conferences with employers and students and daily study in our occupational relations course enable our program to meet the needs of our pupils. Last year our vocational coordinator made a survey of all graduates of our high school of the past ten years to determine the strengths and weaknesses of our educational institution.—*Red Wing Public Schools, Red Wing, Minnesota.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XI

a. Each spring during the period of time set aside for program making parents are requested to visit the school on certain days and meet with the homeroom advisors of their child for the purpose of planning the pupils' program. In the fall term, usually in November, we have the parents visit the school again to meet the teachers and to discuss their children's programs, etc.

Our Problems of Democracy classes which include all our seniors, study problems to be met by the pupils in life.

Along in April we have a College Day at which time some thirty or more colleges and universities are represented. Our pupils have an opportunity to meet with these

Characteristic XI of the Self-Study Guide

Parents and all staff members participate in "pre-orientation" program of "sending" school and "orientation" program of "receiving" school; community resources are used in helping pupils to adjust to activities beyond high school; high school has a planned program for visitation of, and counseling by college and university representatives; scholarships are awarded on the basis of objective evidence and a planned program of committee study.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 31 schools in 14 different states)	FRE- QUENCY
Pupils have an opportunity to meet with college representatives during College Day or Week or other special conferences.....	18
Parent conferences are used to assist in pupil orientation to high school.....	16
Scholarships are awarded on basis of objective data.....	14
Pupils have conferences at high school before beginning of term.....	10
Pupils receive educational and occupational information through conferences in which community organizations and groups participate.....	7
Counselors from senior high school visit prospective pupils at junior high school.....	6
Principals and/or counselors of sending schools meet with high school principal and counselors.....	4
Parents meet with homeroom advisers concerning plans of pupils to enter high school.....	4
Pupils have opportunity to observe special school activities.....	3
Educational tours are used to help in orientation program.....	3
High school representatives visit colleges.....	2
Pupils and parents receive handbook of high school information.....	1

representatives to discuss their problems of going to college.

Scholarships are given by the faculty on the basis of objective evidence accumulated about the pupils.—*Central High School, Superior, Wisconsin.*

b. An orientation program is carried on in the spring for all ninth grade students

who plan to become members of the tenth grade in senior high school the following year. This aids a great deal in the adjustment of students as they enter school. Constantly, Parent-Teacher Association meetings are devoted to the problem of student guidance. These programs take many different forms, but all are designed to acquaint parents and teachers with the problems of students, and arranging the solutions. We work very closely with the U. S. and state employment offices. All seniors who plan to work upon leaving high school are counseled not only by school counselors, but employment counselors at the employment offices as well. Part time programs have been arranged for a number of students who work part of the day. Guidance activities in the various curricula are designed to aid girls in adjusting to the job of homemaking, boys and girls to the problem of marriage and family relationship as well as other problems involved beyond the high school society. The problem of choosing a vocation, training and preparing for it is given attention. We have a college week where all the colleges, universities, nursing schools, business schools and some of the apprenticeship schools are represented. Each senior is given an opportunity to confer with as many of these people as desired. Usually there are around fifty or more training institutions present. Each is given a full half-day in a room to counsel with individuals or in small groups. The Beloit College and the University of Wisconsin are given as much time as needed, usually one entire day. Approximately 35 percent of our seniors enter college, or some type of advanced training school. Many of them receive scholarships upon recommendation of the scholarship committee, which is made up largely of members of the guidance and administrative staffs. There is also a committee of professional men in the community who aid in evaluating candidates for scholarships.—*Senior High School, Beloit, Wisconsin.*

c. Lincoln High School is a three year high school. An orientation program is held for all incoming sophomores the day before school opens. This orientation program occupies one-half day and is in charge of the student council.

- (a) Extra curricular activities and special features of the high school are presented to the ninth graders of both junior high schools by the officers of the student council during the time in which the ninth graders are planning their high school programs.
 - (b) Various high school departments explain their offerings to the ninth grader in the junior high school. Students are chosen for this purpose.
 - (c) Junior high school members attend a meeting of the senior high school student council.
 - (d) A career day is held every two years. The entire high school participates in this career day program. Last year 104 speakers, each on a different occupation, appeared on the program.
 - (e) Each year we have a college day. This year we conducted our fourteenth Annual College Day with representatives from fifty-two different educational institutions, including universities, colleges, normal schools, commercial schools, and trade schools. Our college day program begins at 8:00 A.M. and ends at approximately 4:30 P.M. College representatives are furnished the following information about the students that have signed up to interview representatives: name, grade, I.Q., Henmon Nelson percentile ranking, have or have not had algebra, geometry, and foreign language, vocation interested in, and extent of financial aid needed.
 - (f) An up-to-date and active scholarship file is maintained and made available to all interested students. The upper 10 percent of the class is notified about scholarships by being called to a meeting in which this information is given. The students that qualify are urged to examine the scholarships available and to make application. Legislative scholarships are awarded on basis of class rank. Rennebohm scholarships candidates are selected by committee from city.
 - (g) Parents are invited to junior highs to discuss senior high school program of student.
 - (h) Tests are given to determine ability level in various subjects. Special classes are organized in some required subjects.
 - (i) Printed descriptive course of study is sent to parents.
 - (j) Work program is used to help students to adjust to activities beyond high school.
 - (k) Ninth graders are invited to one dance in spring as guests of sophomores.
 - (l) Junior high students admitted to games at reduced prices. Junior high team members admitted to some games free of charge.
 - (m) High school sophomores play in athletic leagues with junior highs.
 - (n) Editors of high school paper meets staff of junior high papers.
 - (o) Application blanks for scholarship are obtained for the use of students that are interested.
 - (p) The high school music department presents programs at both junior high schools.
 - (q) High school events are advertised by student committees in the junior high schools.
 - (r) Non-college students are invited to participate in an annually conducted tour through the local vocational school.
 - (s) Senior girls interested in nursing as a career are invited by the local hospital to attend their "Capping Exercises" at the nurse's home. In r and s arrangements are made by the high school for students to attend these activities—*Lincoln High School, Manitowoc, Wisconsin*.
- d. Each year about the first of April the receiving school sends a two-page mimeographed bulletin of information about the high school including a description of courses for freshmen to each incoming pupil sending schools. This is discussed in the home rooms of the sending schools, and then sent home for the pupil to discuss with his parents. During this period the incoming pupils and their parents are usually invited to attend an evening meeting at the high school where the problems of the new pupil are discussed and a question and

answer period is conducted. Teachers of ninth graders in the receiving school, and teachers of pupils from the sending schools, attend and participate in this meeting. The pupils of the sending schools then select their high school subjects with the approval of their parents and homeroom teachers.

In the meantime, diagnostic tests in English and mathematics have been given to the incoming pupils at their schools and the information from these is used to help guide them in making course selections. Parents are invited to consult with high school counselors whenever they are not satisfied or desire more information about a schedule.

Community resources are used in helping pupils to adjust to activities beyond high school by providing a public Junior College in which they may receive preparatory or terminal training. The high school Vocational Coordinator devotes a portion of his time to helping graduates find employment and to general counseling. The Casper Kiwanis Club has a guidance committee which is ready to help our graduates make adjustments beyond high school whenever assistance is requested.

The University of Wyoming and the Casper Junior College each present programs of general and specific information about college and offer counseling to all students desiring it. Visits by other college representatives at our school are always announced and all students interested are given an opportunity to confer with them.—*Natrona County High School, Casper, Wyoming.*

e. In this area we feel that we are doing some rather unique things in working towards this goal. Already we have started our program in the six junior high schools for the pre-orientation program of preparing ninth grade students for entering Topeka High School. As a matter of fact we have prepared a special unit in the social studies classes on "Topeka High School." Considerable amount of class time is given for this orientation program. Then in addition to this, during the time the students are studying this unit they make a trip to Topeka High School, which is the only senior high school for Topeka, and take a planned tour of the entire school, ending

the tour by eating in the cafeteria, going through the lines as they will on their first day of school.

We have a feeling that we are not as strong as we should be when it comes to having the pupils helped beyond high school through community resources. However, there are several things done. Because of the fact that Washburn Municipal University is located in Topeka approximately 50 percent of our students go on to college. Another group of our students are prepared for entering trades and industries in Topeka because of our trade school facilities. There are some students, however, that we do not serve as well as we should and this is one of the problems we are working on now. We hope to get some help through the Life Adjustment Program.

Topeka High school has one of the finest College Day programs in this part of the country. The dean of girls has sponsored this program for several years. We have been told by college representatives that the program here is one of the most carefully planned and efficient ones they have visited. Needless to say there is plenty of room for improvement and we are always on the watch for suggestions for improvement. Scholarships are awarded on the basis of objective evidence, mainly because most of them are on a competitive basis and the competition is determined by results of objective tests.—*Topeka High School, Topeka, Kansas.*

f. Since our school is fortunate in being located in a city in which a large university is available, our school is organized to take advantage of these facilities. At least 65 percent of our graduating seniors enroll in the University. Students are aided by individual help given in planning a course in which they are interested. They are encouraged to talk with parents, teachers, the principal, and business and professional men of our city who can give them first hand information concerning the life work in which the student is interested. The Psychology Department is willing to hold conferences and give special tests to any students interested in such assistance. As many as five high ranking seniors can receive scholarships to the University.—*Athens Senior High School, Athens, Ohio.*

g. Freshman orientation on first day of each term;

Special meetings for social adjustment to the school, with freshman boys and freshman girls;

Special meetings with parents of freshmen for the purpose of giving parents information concerning curriculum and extra-curriculum offerings of Broad Ripple High School. (Mothers of all girls at one meeting and fathers of all boys at another meeting.)

Fathers' Association, "Family Night" at the beginning of the school year, and an "All School Dance" during the school year for all students of the school;

Newcomers' Club for all students new to the school;

Special conferences (individual and group) for all seniors with college representatives;

Cooperative relationship with Kiwanis, Rotary, University Women, Altrusa Club, Businessmen's Association, and other agencies.—*Broad Ripple High School, Indianapolis, Indiana.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XII

- a. (a) The placement service is a direct responsibility of the guidance department.
- (b) The application for work permits for all high school students is made through the guidance office where a school certificate is issued to the student and is taken to the vocational school, which is the issuing agency for child labor permits.
- (c) Twice a year, once each semester, a work survey is conducted of all the high school students. This survey is made by the guidance office.
- (d) Employers are contacted by the the guidance office and as this program has been in operation for a number of years, employers now call the guidance office directly.
- (e) The school cooperates with the employer whenever possible in excusing students for work on school time. To work on school

Characteristic XII of the Self-Study Guide

Principal or designated staff member is responsible for placement service; a coordinated plan of referral for employment is in operation; employment needs are disseminated to pupils and staff; school schedules of pupils are adjusted to meet employment needs; parents are consulted concerning part-time employment of sons and daughters; some follow-up takes place.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 38 schools in 13 different states)	FRE- QUENCY
Faculty member is assigned the responsibility of developing the placement service.....	26
School schedules of pupils are adjusted for necessary part-time employment.	25
Prospective employers confer with school for pupil data.....	15
School attempts to follow-up pupils placed in part-time work through school supervision.....	13
Counselors assume most responsibility for placement service.....	9
High school works closely with employment services in community.....	8
Follow-up of pupils on jobs assists school in evaluating curricular activities.....	6
Placement service is coordinated through central school office.....	3
Academic courses in school are geared to employment needs of pupils who are not planning college.....	3
Follow-up program is in effect for graduates who attend college.....	3
Work permits are issued by guidance department.....	2
Work surveys of high school pupils are conducted.....	1
Employers of high school pupils receive a report card for pupils employed part-time.....	1

time the student must maintain a scholastic average of C or better.

- (f) Students excused from school for work are required to have on file in the guidance office a statement from their employer stating the number of hours worked per day; also a statement from his parents giving permission to the school

to excuse his child for employment.

- (g) To keep the employers informed about the quality of the school work of his student employee, the employee report card is mailed to employers at the end of every quarter.
- (h) The student is informed that his first responsibility is his school work. Working on school time may be revoked for any reason such as failure in your school work, failure to prepare daily assignments, incompletes, or infraction of school rules.
- (i) In all cases where a student is working over twenty-five hours per week outside of school, the nature of the employment is investigated, the parents are contacted and a conference is held with the student.
- (j) Some employers hold interviews with students in the guidance office. All pertinent data about the students are furnished the employer before hand.
- (k) A file is kept of all students desiring work.
- (l) Students are informed of employment opportunities either through personal interview, announcements over the P.A. system, or notices on bulletin boards.
- (m) Teachers are asked to recommend students for certain kinds of employment. Also to furnish information about the character and personality traits of students being considered for employment.—*Lincoln High School, Manitowoc, Wisconsin.*

b. Our Placement Service is organized somewhat under a city-wide plan. Stemming out of our Opportunity School, which has a department known as the Occupational Adjustment Service, this service is augmented by a testing department when interest and aptitudes will assist in guidance. In connection with this centralized O.A.S., our high school functions somewhat in a similar manner.

We have one man known as a vocational adviser who devotes his time to job placement and general vocational guidance assistance to the whole school. Over his desk pass all requests for employment from local businesses, industries, and various types of service demands. He attempts to match these requests from student registration seeking employment.

The majority of the placement service is for part-time work. However, at the end of a semester a good many contacts are made for full-time employment involving graduating seniors. Many requests for employment are referred to our school from the Opportunity School's O.A.S. department. In many instances some of the city employing public have been very cooperative in accepting some of our needy students for part-time work.

Unfortunately, we have not been able to allow time for someone to serve as a field man in the community and locate additional jobs that might be filled from our student body. Many times adjustment of programs seems advisable to accommodate both employers and students. Considerable school adjustment is necessary to make it possible for many of our students to help our local business houses during the Christmas rush, thus making it also possible for many students to secure a little extra spending money during the holiday season. The majority of this work is in retail selling and often this becomes the participating student's first work experience.

Our vocational adviser is responsible for giving all students an interest test (mostly "Kuder"). The results obtained are turned over to the individual counselors for guidance purposes. This information, together with a record of a pupil's work experience, is vital material for general counseling.—*Manual Training High School, Denver, Colorado.*

c. Director of guidance is responsible for placement in college. Complete follow-up of all graduates in college—alumni clubs in many of the colleges. The superintendent and director of guidance frequently visit colleges to confer with graduates.

Tentative vocational plans are also developed and there is complete follow-up

after leaving college. The school provides a special Alumni Department to look after these matters.

Typical follow-up letter from Culver Military Academy to graduates in College.

November, 15, 1946

My dear Mr. _____:

No doubt you will be pleased to learn that the members of your class have made what I consider an outstanding record in placing themselves in college. Eight members of your class are now in military service, one is traveling abroad, another will assist his father in business this year, and with the exception of a very few from whom I have had no word, all the others are now in college.

I have been pleased to learn that you have now taken up your work at _____. In view of the fact that college admission requirements have been very exacting and selection so extremely competitive, I believe that you should be complimented on your success in securing a place there. I know that you fully appreciate the opportunity that has been granted you and that you will give a good account of yourself.

The Culver graduates who have preceded you at _____ with creditable records have, without doubt, had some bearing on your acceptance. Twenty-two members of the present graduating class hope to secure admission to _____ next year. Whether or not they may be selected for admission will depend not only upon their achievements in academic preparation and the results of College Board Examinations but, in a large measure, upon the individual achievements of Culver men entering _____ this year.

It is the practice of practically all colleges to follow as a group the records of students coming from the more widely known private schools. As a consequence, Culver graduates seem to be "marked men." A failure on the part of one Culver man seems to affect adversely the chances of other Culver men who hope to follow him. I am confident that every member of the Culver contingent at _____ has adequate preparation and ability to do very good work and we hope that each and

every one will make the most of his opportunities.

Please do not consider that we are concerned only with Culver's reputation as a college preparatory school because we do have in mind your own personal welfare as well as the interest and concern of your parents. But we hope that reports which we receive later in the year will reflect credit upon your Alma Mater and be a great help to Culver men who hope to follow you.

It is my hope that I may be able to stop at _____ for a brief visit later in the year when I may have a chance to see you and learn at first hand that you are doing the best you can to uphold the excellent record of Culver men in college.

With kind personal regards and best wishes, I am

Cordially yours,

Typical letter going to colleges from Culver Military Academy asking for semester grades.

The Registrar:

We have greatly appreciated the assistance and cooperation you have given us heretofore in supplying us with information concerning Culver graduates at your institution. As you probably know, we attempt to keep a complete record of every Culver graduate during his years at college. This has proved very helpful to us and in many cases this careful follow-up, through personal letters and individual conferences, has been a constructive influence upon our graduates in college.

According to our records, the students whose names appear on the enclosed blank are registered with you. We would like to have not only each student's grades, but the terms or semester hours passed or failed, and the degree for which he has been working.

We shall feel grateful to you for supplying us with this information.

Very sincerely,

Director of Guidance

—Culver Military Academy, Culver, Indiana.

d. At West High School, we have a staff member who is in charge of "Part-time Employment." She has classes in "Related

Occupations" and in the afternoon spends her time in the field, supervising the pupils on the job and interviewing the employers. She also has charge of all employment of our high school pupils. People of the community phone in and ask for assistance and she has a record file of jobs and pupils who may fill the job or those who desire a position. All pupils go to her for assistance in securing a position as well. If jobs come in she may also advertise for applicants in our daily bulletin, if she has no one available in her card catalogue.

In the plan of referral for employment each pupil is given a battery of tests including interest, aptitude, and personality, to help in the selection of the proper jobs.

All pupils who are in her part-time program have the consent of their parents and this teacher also contacts parents about the work. In her daily check-up on her part-time people she finds out in what ways these pupils can improve their work and in class helps each with his own difficulties.

Each week the employer sends in a report on hours worked and progress made on the job and each six weeks period a rating sheet of the entire progress is sent to the coordinator.

These pupils have three periods of school work and then are excused to go on their jobs. The number of hours worked per week and their improvement on the job are carefully watched and lead in many instances, to excellent permanent jobs.—*West High School, Minneapolis, Minnesota.*

e. A member of the faculty under the supervision of the guidance director is responsible for placement. Pupils desiring employment register with him. Employers seeking help also register with him. The placement officer then makes the referral. Announcements pertaining to employment are made in the school bulletin and over the public address system. Teachers of certain classes (stenography, typing, mechanical drawing, etc.) and the graduating classes are informed about full-time work opportunities. Often business men from the community are invited in to meet with small groups of students.

Student schedules are adjusted in individual cases thereby permitting pupils to leave school early in order to hold part-

time jobs. Our school has a course in Distributive Education—a cooperative work and study plan which enables certain students (about twenty-five) to attend school half time and to work half time. Before securing this work permit, the pupil must have a contract card signed by his employer and his parent before the work permit is issued. Some follow-up work is done by the teacher of Distributive Education who supervises the work experience of the pupils in his own classes.—*John Marshall High School, Cleveland, Ohio.*

f. Placement service at George Washington High School is in charge of the coordinator and is centered in the coordination and employment office. Complete records are kept for each applicant and these are used in job referrals. Employment opportunities for boys and girls both part time and full time after graduation, or during the summer are made available through the daily bulletin and by posting the notices on a bulletin board located in a conspicuous place for this purpose. No job referral is made until the coordinator has investigated the place of employment through a personal visit. Persons who are sent to employers for interviews are given introductions on special printed forms. Provision is made for adjusting credit load and hours at school to the number of hours at work. An interview with a parent is required before approval is given for an adjusted school-work program. As far as is possible placements are followed up by the employment director, either by personal call letter, or telephone.—*George Washington High School, Indianapolis, Indiana.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XIII

a. The Central High School principal submitted a sample copy of the questionnaire used in making a follow-up study of graduates of the 1947 class. The topics included: Employment status, Nature of work, pay, hours and length of employment, Educational status, Nature of high school credits, Occupational status of parents and Occupational plans.—*Central High School, St. Joseph, Missouri.*

b. One member of our trained all-school

Characteristic XIII of the Self-Study Guide

A planned program of follow-up studies is in progress; a plan of coordination contributes to studying post-high school adjustment; the counseling program helps to determine in-high school adjustment of pupils.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 12 schools in 8 different states)		FRE- QUENCY
Systematic follow-up studies of former pupils are conducted.....	5	
Follow-up of former pupils begins before pupils leave school.....	4	
Summary high school record is available to pupils and teachers.....	1	

counseling staff is responsible for getting vocational information to our students and for the placement service. Students not planning to go to college are offered courses in English in which their work is centered around making applications for interviews with men and women of the community in whose field of work the student is interested. These students are helped to write letters of application and are advised how to respond in an interview. They are also guided in the matter of dress and the manner of presenting themselves. They are required to write the results of their experiences after returning from an interview. Many students participate in several interviews during the course of the semester and are helped to determine their next step beyond high school in light of their abilities, interests, aptitudes, and achievement. A very large percentage of these young people obtain the jobs they want before they are graduated from high school, and a follow-up is made of their progress after they leave high school.—*Rufus King High School, Milwaukee, Wisconsin.*

c. A planned program of follow-up studies is in progress; a plan of coordination contributes to studying post-high school adjustment; the counseling program helps to determine in-high school adjustment of pupils.

1. Individual guidance to students does not terminate upon the student's graduation or his withdrawal from school.

- (a) Withdrawals are studied carefully to determine causes with a view to correction. The success of this study is shown by the comparatively few withdrawals, other than those who withdraw for unremediable financial difficulties or those who move away from the district.

In this respect, mention should be made that every effort is made to aid the under-privileged student by helping him to secure part-time work with private business or furnishing him work in the school as bus-driver, assistant janitor, and part-time secretarial work. This work is done principally through the office of the superintendent but individual teachers are also assigned by the administrator to assist.

2. A short four-year record is kept of all graduates. This record is kept on a large framed chart, showing the name of each graduate, with space underneath for a record of employment, location and progress made on the job. These charts are hung in the principal's office and are available to teachers and students at all times. We think this study has been a good stimulant for both graduates and teachers.
3. Aid is given to the former student in securing jobs commensurate with his ability and help is given to him in making life adjustments. This no longer requires the detailed work that it formerly did, for over the years a habit has been built up in our youth, who now return of their own accord to ask for help with their problems. This help is also given through the office of the superintendent, with many cases being assigned to individual teachers, where these teachers are able to provide the particular kind of help needed.

The success of this program is shown by (1) the low percentage of unemployment among graduates; (2) the number of students who attend colleges, universities and business and trade schools; (3) the almost complete lack of juvenile delinquency problems in this area; and (4) the very low

number of students and graduates who are involved in law violation. The students have set up a slogan to the effect that "Rogers High School graduates never become loafers. They continue their education, get job or make a job."—*Rogers Public Schools, Rogers, Arkansas.*

Characteristic XIV of the Self-Study Guide

Staff has studied and developed a list of guidance practices beyond the basic elements; studies are made to determine successes and failures of the guidance and counseling program; pupil reactions to guidance services are used in an appraisal; parents and other citizens of the community understand and cooperate with school in development of guidance services.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 13 schools in 8 different states)	FRE- QUENCY
Student and parents confer with counselors and/or homeroom teachers. . .	7
Conferences with parents and other lay members of the community are held to discuss guidance and counseling problems.	6
Trained counselors are available to classroom and homeroom teachers for counsel.	5
Pupils have opportunity to visit businesses and industries in the community.	2
Guidance Advisory Council assumes responsibility for assisting in program development.	1
Faculty members appraise the guidance practice and activities.	1

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XIV

a. Some study has been made to show the effect of the counseling and educational guidance. Fewer failures in certain subjects which has added to the holding power of the school. Less adjustment of schedules during first weeks of school because of wise choice of subjects. Pupils appreciate the counseling service.

Industry in the city welcomes student field trips and subscribes to materials to be sent to the school to aid in vocational guidance.

We use the services of the counselor of the Bureau of Vocational Rehabilitation in Ohio for placement of our physically handicapped graduates in schools for further education. We have several in various schools.—*Mansfield Senior High School, Mansfield, Ohio.*

b. The staff has planned the guidance practices to be incorporated into the guidance program. Before the introduction of the more concentrated guidance approach in our school program, the administration studied the program in existence. This actually was an appraisal of the then present practices. Following this we mapped out what appeared to be a desirable improved and expanded program. Then the staff was surveyed to determine who our potential leaders and immediate workers might be. A plan was developed of in-service training whereby we might hope to sell the entire staff over a period of time on this approach.

After enough of the staff seemed to have progressed to a satisfactory point, we organized a Guidance Advisory Council. It remains the duty of the administration and the director of guidance to lead this council, but each member may suggest practices which will be discussed, and investigated for possible extension of the program. Some of the best ideas come out of this group and the support of an idea from the ranks is excellent.

Constant evaluation is being made to determine the value and success or failure of the various phases of the program. All workers are invited to give their honest appraisal of practices. Students are asked to respond, using questionnaires, to the value they believe various procedures may have. Thus far the program has remained flexible enough to take into consideration these valuable contributions.

As yet the assistance of parents in this evaluative program has not been developed to the fullest extent. However each year all parents are invited to have a conference with various workers in this area, and the response has been good. Suggestions given in such conferences are taken into consideration in planning our program. It is interesting to note that over one hundred local persons assist in counseling our students, serving on the "Community Coun-

selors Group." It is hoped that we can within a reasonable length of time include a number of lay people on our Guidance Advisory Council.—*Neenah High School, Neenah, Wisconsin.*

c. Special orientation assembly programs by each department give each new pupil a well-rounded picture of the school and its functions. Aside from the departments, the administration has a program designed to introduce new pupils to the administrative staff and its services. At this meeting such things as school policies, records, and procedures are explained. The National Honor Society also has a program designed to stimulate interest in scholarship.

These programs are primarily for the giving of important information to freshmen, over and beyond that given by sponsor teachers.

The shop and science departments have conducted tours in order to show students at work in the various shops and laboratories.

The English class teachers ask freshmen to write up their reactions to these projects. Their papers are turned over to the guidance department for study.—*Crispus Attucks High School, Indianapolis, Indiana.*

SPECIFIC EXAMPLES OF GUIDANCE PRACTICES OR ACTIVITIES FOR CHARACTERISTIC XV

a. The program of guiding pupils is approached through individual conferences and group meetings. Each year this program begins with group meetings consisting of a grade, or an assembly of the student body. After a general explanation of the routine procedure, further study of the various individual and group problems is taken up in smaller groups. One group is the homeroom where it is largely a meeting for the more formal part of guidance and through which much of the administrative phase of guidance is handled. The second is the interest groups. These are meetings of pupils who are interested in similar subjects and occupations. Many such group meetings are called, beginning with such general meetings as those interested in attending college, nursing, retail work, etc. Subdivisions of these group meetings are held as condi-

Characteristic XV of the Self-Study Guide

Pupils discover special abilities and aptitudes through participation in varied educational activities; each pupil is counseled regularly and periodic "check-ups" are made about his plans and characteristics; pupils are oriented to each educational step; pupils are assisted in taking the next step beyond high school; school-leavers are encouraged to return to high school for counsel.

THE OPTIMUM GUIDANCE PRACTICES OR ACTIVITIES (as reported by 41 schools in 15 different states)	FRE- QUENCY
Special abilities and interests may be identified through participation in curricular and extra-curricular activities.	22
Former pupils are encouraged to return to school for counsel.	14
Tests data are used to assist in identifying abilities and aptitudes of pupils.	12
Homeroom teachers and/or counselors counsel pupils regularly.	11
Periodic check-up of pupils' plans is made.	10
Potential withdrawals are interviewed.	9
Seniors are advised about problems beyond high school through classroom instruction.	8
Group occupational conferences are held.	6
Group conferences based on interests are held.	6
Career days are held.	2
Homogeneous grouping is used as a means of assisting pupils with school adjustment.	1
Counselor handbook is used by appropriate faculty members.	1

tions warrant. For example, among those planning to attend college, group meetings are held for those expecting to enter engineering. In a similar manner, group meetings are planned for those intending to go directly from high school to employment or to other fields of training.

Early in the second semester, a complete check-up is made on every pupil enrolled. This begins in the ninth grade at the Junior High School and is repeated each year. Within each year, the periodic check-up is made on the following bases:

- (1) For those who were uncertain about their programs before coming to high school.

- (2) For those who need special attention because of poor quality of work, poor attendance, or for other maladjustments.
- (3) For those who express a wish for discussions.
- (4) For all pupils as their turns come in the regular check-up. By this procedure, all pupils are interviewed in the periodic check-up. All who seem to need additional help have more special check-ups.

All withdrawals, except a few who withdraw without notice and with whom we find it most difficult to make any contact, are asked to complete a form on which are listed all of their classes and other information. This form is signed by each teacher. Thus, the pupil withdrawing meets and discusses phases of withdrawal with his teachers. Then, in addition the form is submitted to a member of the faculty who counsels with the individual on his whole program. In all the individual conferences, the counselors have at hand the records on the pupils.—*Woodrow Wilson High School, Beckley, West Virginia.*

b. Among the valid educational activities in which our pupils discover special abilities and aptitudes are the student council, the Future Teachers of America, foreign language clubs, organized athletic teams, as well as the journalism class which produces a school paper, the radio class which is responsible for announcements over the public address system, and the dramatics classes which produce at least one play each semester.

Each pupil is counseled regularly by his homeroom teacher; periodic check-ups are made by the guidance office, specifically, just before the 10A, 12B, and 12A semesters. We believe that the orientation to each educational step is provided in our scheduling the lower ability range pupils. Over three hundred out of approximately 1,100 of our students are 80 or below in P.L.R. range and are two or more years retarded in grade placement. These are so scheduled that all of them follow an identical daily program; i.e., each takes English at the same time, each is in the shop at the same period, etc. At the same time, the class sections are differentiated for the varied

abilities of this group and movement from one section to another is facilitated.

All school-leavers except those withdrawing in absentia are counseled in taking their next educational step. The Cleveland Board of Education operates an adult evening high school in which it is possible for those pupils forced to withdraw because of the need for work may continue their education and may obtain a high school diploma. Their grades are counseled individually. Once a year, too, this school conducts a vocational conference in collaboration with the Urban League of Cleveland. In the course of that conference, representatives of the varied professions and occupations come to the school building for conference with pupils who show curiosity or interest in given fields.—*Central High School, Cleveland, Ohio.*

c. Our school has an activity program carried on during the regular school day which provides an opportunity for considerable exploration on the part of the student in addition to what is offered in the various courses.

A member of the staff has been assigned as a counselor.

Career days are held at which time business and professional men talk to the students about their work.

Considerable time is spent with students in helping them plan their high school educational programs as a whole rather than semester by semester.

Part of our social studies program is used for orientation. Rural students are brought to our high school for a day of orientation in the spring of the year.—*North Platte High Schools, North Platte, Nebraska.*

d. The curriculum of our school is such that a pupil is privileged and encouraged to elect a wide variety of experiences in the course of three years. He may choose work in one or more courses in drafting, wood work, metal work, electricity, radio, auto mechanics, vocational agriculture, commerce, art, vocal and instrumental music, food, clothing, and journalism in addition to those subjects which are commonly recognized as academic in nature.

Outside the regular curriculum, pupils are steered into activities such as debate,

athletics, dramatics, Kayettes, Hi-Y Clubs, work experience, etc. They are also encouraged to participate in student council, home room programs, school newspaper, year book, school parties, library, and laboratory assistance.

The principal meets with each senior in the course of his last year and advises as to education and vocation. Those pupils who plan to attend the local junior college are counseled by the dean of that institution while they are seniors.

Business and professional men and women of the community meet with senior groups and discuss opportunities, qualifications, and requirements.

Graduates and school-leavers do, for some reason or another, return to the school for guidance. I like to believe that they continue to think the school is interested in them and can help them after they have left it.—*El Dorado Senior High School, El Dorado, Kansas.*

e. Pupils leaving school before graduation are required to clear through the dean of boys or the dean of girls in order to make certain that the drop-out is necessary and in order to give advice on the next step beyond high school. The maintenance of an enriched curricular program makes it possible for pupils to try various activities. The existence in the building of a very comprehensive evening school division with classes beginning at 6:00 P.M. on each day makes possible the direction of some drop-outs into the evening school.—*Emmerich Manual Training High School, Indianapolis, Indiana.*

f. The school has a very complete extra curricular program and in certain classes (which every student takes some time during his school career) the pupils are introduced directly to experiences outside the classroom, which teach them how the adult world operates.

Every pupil is seen at least once a year by the counselor where school problems can be discussed. The homeroom system used at Edison provides for a continuous counseling service.

Edison is a junior-senior high school. Pupils entering the seventh grade are given an orientation unit in the common learnings class, which includes a trip around the

building and discussions of the school rules, regulations, and procedures. Pupils entering the ninth grade are visited by a counselor and by senior high pupils in the spring, while still in the eighth grade. Their ninth grade program is planned and the curricular activities are explained. When they enter ninth grade, they are given an orientation unit in their community civics classes.

In the ninth grade and again in the twelfth, all pupils take a unit of study in occupations. This course includes the taking of ability and aptitude tests and an interest inventory. In the twelfth grade the pupils visit with people in the fields of their interests, learning the advantages and the disadvantages of the different occupations. A Cooperative Part Time Work Program provides actual work experience for all seniors interested (a fourth of senior class is in this program).

All students who decide to leave school must see the school counselor. When a student finally drops out, his name is reported to the principal of the Vocational School who calls the student and attempts to enroll him for a vocational course.—*Edison High School, Minneapolis, Minnesota.*

g. A battery of tests to discover special abilities and aptitudes is given to every incoming student and through guidance by the adviser and other members of the faculty, as well as the administrative staff, the pupils are urged to participate in the activities that are available in the school which will best meet his needs and fill his desires. A list of these educational activities follows:

Student Council, The Beacon (year-book) Orange and Blue (bi-monthly publication), Music Council, Stagecrafters (credit course), Angling and Casting, Anna Howard Shaw, Webster-Hayne, Audio-Visual, Cle Cuks, College Club, German Club, Los Pan Americanos, Goodfellowship (service club), Rifle Club, Sharpshooters Salutatio, Toxophilite, driver education (credit course), and first aid (credit course). Credit is given for music courses (A Cappella Choir, Senior and Junior Choirs, orchestra, band, and instrumental music).

Athletics: Boys—football, basketball, track, tennis, swimming, baseball, cross country, gym team, physical fitness (credit course). GIRLS—Girls Athletic Association, badminton, swimming, volleyball, bowling, league bowling, soccer, hiking, softball, tennis, basketball, roller skating.

General Education teachers, i.e. for ninth grade, are allowed 90 to 135 minutes a week for counseling individuals and also for check-ups. The senior sponsors plus other members of the faculty give such tests as the Ohio Psychological Aptitude Test, etc., and these are individually interpreted to the seniors.

All school levels are encouraged to return to high school for counsel. The following is an example which just came in today:

Mary (blank) graduated from Cleveland High School in January, 1948. Upon the request of the parents she entered Rubicam Business School to take a business course for which she has little aptitude and apparently no interest. Rubicam has worked hard with her and after a year definitely feels that she cannot benefit by attending there any further. The mother returned to Cleveland High School for further counsel for Mary. We are now running her through a series of aptitude tests and believe that we know her well enough to advise her into a field in which she is interested. We feel sure that the mother at this time will take our recommendation for Mary's future plans.—*Cleveland High School, St. Louis, Missouri.*

APPENDIX

TABLE I. FREQUENCY OF WRITTEN DESCRIPTIONS RECEIVED FROM NORTH CENTRAL HIGH SCHOOLS ON EACH OF THE FIFTEEN GUIDANCE PRACTICES AND ACTIVITIES LISTED ON THE SELF-STUDY GUIDE
(Enrollment Grouping 0-299)

States	Items Having a "5" Rating															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Arizona			2	2												4
Arkansas	3	1	2	1	4	2	1	2	2	1	1	1		1	1	23
Colorado		2	3	3		4		2								14
Illinois		2	4	2	1	2	2	3	1	1	1	2	2	1	3	27
Indiana	1	1	1	1	1	2	1	2		1	1		1	1	1	15
Iowa	1	3	5	3	1	3	1	4	1	2		3	1	1	2	31
Kansas	1	4	5	6	1	3	1	1			1	2	2		1	28
Michigan	1	1	3	2	1	2		2	1	2	2		1	2	3	23
Minnesota	1	1	1	3	1	2	1		1				1	1	1	14
Missouri	5	6	5	6	5	7	4	5	3		4	2	3	3	7	65
Montana						Not tabulated 1947-48										
Nebraska			1			1			1						1	4
New Mexico			1	1	1			1								4
North Dakota	1	2	4	3	1	1	1	2				1		1	2	19
Ohio	1	2	3	3	3	3	2	2	2	1		2	1	1	3	29
Oklahoma			1	2		1		3					1		1	9
South Dakota		1	2	1			1	1		1						7
West Virginia	1	3	3	1		2	1	3	1	1						16
Wisconsin	2	4	5	4	3	4	4	4	1		2	3	2	1	3	42
Wyoming	1	1	3	2	1		1	1	1			2			2	15
Total	19	34	54	46	24	39	21	38	15	10	12	18	15	13	31	389

TABLE II. FREQUENCY OF WRITTEN DESCRIPTIONS RECEIVED FROM NORTH CENTRAL HIGH SCHOOLS
ON EACH OF THE FIFTEEN GUIDANCE PRACTICES AND ACTIVITIES LISTED
ON THE SELF-STUDY GUIDE
(Enrollment Grouping 300-499)

States	Items Having a "5" Rating															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Arizona			1			1	1	1			1				1	6
Arkansas		1	3	4	3	4	4	1				2			2	24
Colorado			1		1											2
Illinois			1					1			1	1				4
Indiana	1	2	6	4	3	3	2	3	3	3	4	5	3	1	3	46
Iowa	1	1	3	3	1		1	1		2	1	1	1	1		17
Kansas		1	1													2
Michigan		1	3	2	1				2	2	1	2			1	15
Minnesota		3	3	2	1		1	1	1							12
Missouri	1	1	2	1				1	1		1	1	1	1	1	12
Montana	Not tabulated 1947-48															
Nebraska	1		2	2	1	1	1	1		1			1		2	13
New Mexico	1							1					1			3
North Dakota																0
Ohio	1	1	3	2		1	1		2	1			1		1	14
Oklahoma	1	1	3	2		2	2			1		1	1			14
South Dakota			1					1				2				4
West Virginia	1	1	2	2	2	3		2			1	3	3	1		22
Wisconsin	2	4	6	5		2		2	1	1	2	2	1		4	32
Wyoming			1													1
Total	10	17	43	30	13	17	13	15	10	11	12	20	13	4	15	243

TABLE III. FREQUENCY OF WRITTEN DESCRIPTIONS RECEIVED FROM NORTH CENTRAL HIGH SCHOOLS
ON EACH OF THE FIFTEEN GUIDANCE PRACTICES AND ACTIVITIES LISTED
ON THE SELF-STUDY GUIDE
(Enrollment Grouping 500 and over)

States	Items having a "5" Rating															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Arizona			2	3	3	2			2	1	1				1	15
Arkansas	1	1	3	3	1	2	2	2		1	1	2	1	1	3	24
Colorado		1	1	3	2	1	2	1	1	1	1	3		1	2	19
Illinois	1	1	1	1	1	1	1		1	1	1	1	1	1	1	14
Indiana	5	7	10	9	6	7	8	4	3	5	7	9	4	5	9	98
Iowa	1		1	1	2						1	2	1		1	9
Kansas			4	2	1	1		2	1	1	2	2		1	2	19
Michigan		1	2	2	2	3	2				1	4	1		1	19
Minnesota		1	4	2	1	1	1		2	1	1	2			1	16
Missouri		2	6	6		2	3		1	1	1		1		3	26
Montana	Not tabulated 1947-48															
Nebraska		1	2						1						1	5
New Mexico		2	2	2	2		1					1	1	1	1	13
North Dakota																0
Ohio	1	4	8	7	3	1	6	5	2	1	8	5		1	7	59
Oklahoma			1					1				1				3
South Dakota																0
West Virginia		2	4	2					2		1	2			3	16
Wisconsin	2	4	6	6	3	2	3		3		4	5	2	2	5	47
Wyoming			2								1					3
Total	11	27	59	49	26	23	29	15	19	12	31	38	12	13	41	405

PUBLICATIONS OF THE NORTH CENTRAL ASSOCIATION¹

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 1. *Principles of Accrediting Higher Institutions*, by GEORGE F. ZOOK and M. E. HAGGERTY, 1936. Pp. 202. \$2.00
 2. *The Faculty*, by M. E. HAGGERTY, 1937. Pp. v+218. \$2.00
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 - C. *Home Economics in Liberal Arts Colleges*, by CLARA M. BROWN. Published 1943, under joint sponsorship with the American Home Economics Association. \$1.00

¹ Unless otherwise indicated, address communications to the Executive Secretary, North Central Association of Colleges and Secondary Schools, Administration Building, University of Nebraska, Lincoln, Nebraska.

- D. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers at the office of the Secretary of the Commission on Colleges and Universities without cost unless otherwise stated
1. "Statement of Policy Relative to the Accrediting of Higher Institutions, Operation of the Accrediting Procedure," July 1, 1941
 2. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities
 3. "Periodicals for the College Library," prepared for the Committee on Revision of Standards by DOUGLAS WAPLES
 4. "Changes in Enrollments over a Fifteen-year Period in Institutions Accredited for 1936-37 by the North Central Association," by WM. J. HAGGERTY and GEO. A. WORKS
 5. "An Analysis of the Library Data of the Higher Institutions of the North Central Association for the Year 1933-34," by WM. J. HAGGERTY and GEO. A. WORKS
 6. "Colleges and Students—A Summary of Data Concerning the Number and Distribution of Students and Higher Institutions in the United States for the Period 1921-22 to 1935-36, with Special Reference to the Territory Served by the North Central Association," by WM. J. HAGGERTY and A. J. BRUMBAUGH
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 13. "The Offerings and Facilities in the Natural Sciences in the Liberal Arts Colleges," by ANTON J. CARLSON
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 18. Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling—Information about Pupil
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies
- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 744 Jackson Place, Washington 6, D. C. \$5.00.
 - B. Publications of Cooperative Study of Secondary School Standards. Available from 744 Jackson Place, Washington, D. C.
 1. *How to Evaluate a Secondary School* (1940 Edition), paper, \$1.10
 2. *Evaluative Criteria* (1940 Edition), paper \$1.10; set of separate pamphlets \$0.10 each
 3. *Educational Temperatures* (1940 Edition), \$1.25
- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage.